REPORT RESUMES

ED 010 440 24

APPRAISAL OF CURRICULUM MATERIALS DEVELOPED FOR USE BY SECONDARY HOME ECONOMICS TEACHERS.

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REPORT NUMBER BR-6-8141 PUB DATE SEP 66
GRANT OEG-5-068141-0958
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- RESOURCE MATERIALS, *CLOTHING INSTRUCTION, *HOME ECONOMICS, *CHILD DEVELOPMENT, SECONDARY SCHOOL TEACHERS, *CURRICULUM EVALUATION, MEASUREMENT TECHNIQUES, *INSTRUCTIONAL MATERIALS, MINNEAPOLIS, MINNESOTA

AN APPRAISAL WAS MADE OF THE CLOTHING INSTRUCTION AND CHILD DEVELOPMENT CURRICULUM RESOURCE MATERIALS DEVELOPED FOR USE BY SECONDARY HOME ECONOMICS TEACHERS. PROCEDURES INCLUDED (1) A TEACHER SURVEY OF THE USES MADE OF RESOURCES AND (2) A PUPIL SURVEY WITH SPECIALLY PREPARED TEST INSTRUMENTS TO DETERMINE IF THE OBJECTIVES OF THE CLASSROOMS, GRADES 7-12, WHERE THE RESOURCE MATERIALS WERE USED WERE BEING FULFILLED. APPROXIMATELY 600 TEACHERS AND 6,000 STUDENTS FROM A VARIETY OF COMMUNITIES IN MINNESOTA PARTICIPATED. FROM AN ANALYSIS OF THE RESULTING DATA, IT WAS APPARENT THAT STUDENT ACHIEVEMENT AND INTELLECT WERE HIGHLY CORRELATED WITH THE FUNCTIONAL USAGE OF RESOURCE MATERIALS, AS THE USE MADE WAS A SIGNIFICANT POSITIVE FACTOR IN MEAN TEST SCORES OBTAINED. IT WAS NOTED, HOWEVER THAT MANY TEACHERS NEED HELP IN ORGANIZING THEIR CLASSROOMS TO ACCOMMODATE NEW INSTRUCTIONAL MATERIALS FOR CLOTHING AND CHILD DEVELOPMENT PROGRAMS. (JH)

ED010440

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September 1966

U.S. Department of
Health, Education, and Welfare

Office of Education
Bureau of Research

APPRAISAL OF CURRICULUM MATERIALS DEVELOPED FOR USE BY SECONDARY HOME ECONOMICS TEACHERS

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Fern M. Horn

September, 1966

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

University of Minnesota

Minneapolis, Minnesota

SUMMARY OF PROJECT

Grant Number: OEG-3-6-068141-0938

Title: Appraisal of Curriculum Materials Developed for Use by Secondary Home Economics Teachers

Investigator: Fern M. Horn

Institution: University of Minnesota

The purpose of this research project was to appraise the clothing and child development resource materials developed for use by secondary home economics teachers. The development and appraisal of these resource materials was conducted over a period of three years with the last three months devoted to the statistical analysis. It is the last phase of this project with which this report is concerned.

The principle method of analysis was to treat the use teachers made of the resource units and the IQ or MSAT scores of their participating students as independent variables; the test scores of the students, the type of program, the quality of objectives of the teachers, service as a supervising teacher, and enrollment in Curriculum 160A were treated as dependent variables.

The analysis was guided by the hypotheses that:

1. There is a relationship between test score earned and IQ or MSAT score.

2. The test items will indicate discrimination among upper and lower ability students.

3. There are differences among the mean test scores earned by students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as supervising teachers, (c) either completed or did not complete the Curriculum 160A course, (d) developed or did not use quality objectives, and (e) made varying use of the resource units.

4. There is a different pattern of resource unit test means of those students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as a supervising teacher, (c) either completed or did not complete the Curriculum 160A course, and (d) developed or did not use quality objectives.

To discover whether or not there were such differences, the students in the classrooms of randomly selected home economics teachers were given tests in clothing and testiles and/or child development. The results were subjected to analysis of variance and covariance. IQ or MSAT scores were obtained to determine if there was a correlation between these and the test scores of the participating students. The test items were further analyzed for their difficulty and discriminating power. The results obtained were compared with the unit objectives of the participating teachers.

Data from the administration of the instruments were obtained from 300 to 1200 students depending upon the grade level, from teachers who taught all classes of home economics in a school (total program) as well as those who taught only one or two grade levels or one area of home economics (differentiated program), and from a variety of communities throughout the State of Minnesota. The data obtained were compiled, tabulated, analyzed, and reported in this study.

Within the limitations of this study the findings indicated that:

1. The resource units developed by the classroom teachers provide a wide variety of suggestions for interesting and challenging student experiences.

2. Many teachers have adapted these units to fit the needs of their students and have been creative in their use.

3. The instruments developed for this study with minor revisions could be used quite effectively by classroom teachers as many students not only commented that they were interesting and challenging, but the tests were also found to have good range of difficulty and discrimination indexes.

4. The hypotheses developed are generally supported with some variations obtained between the test instruments and the variables being analyzed.

PREFACE

This was a cooperative venture begun under the auspices of the Vocational Division, State Department of Education, the State of Minnesota, in the fall of 1963. Many people have given generously of their time and talents.

A special word of appreciation is given to the many classroom teachers who assisted in the development of curriculum materials and/or in the appraisal phase of the project.

Over the period of time the following graduate assistants contributed: Marilyn Halker, Marybelle Hickner, Sharlene Swann; Joleen Hartung who assumed responsibility particularly in the initial appraisal phase; Laurencia Alfonso, Marjorie Kadue, and Isabel Qualls who assisted in compiling data; and Editha Jiloca who assumed responsibility in the statistical analysis phase.

Among the faculty of the University of Minnesota were Roxana R. Ford, Head of Division of Home Economics Education, Cyril J. Hoyt, Statistical Consultant, College of Education, and Douglas Anderson, Numerical Analysis Center.

Those in the State Department of Education who gave continued support include Lyla M. Mallough, State Supervisor of Home Economics Education and her staff; Donald Clausen, Curriculum Supervisor; and S. K. Wick, Director, Vocational Division.

In addition the cooperation of several University departments including the School of Home Economics, the Bureau of Educational Research, the State Testing Bureau Program and the Computing Centers was deeply appreciated.

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CHAPTER I

INTRODUCTION

The chief focus of this study was the examination of the curriculum materials in clothing and child development which had been developed for use by the secondary home economics teachers in Minnesota.

Background of the Study

In preparation for the fiftieth anniversary of home economics a committee of the American Home Economics Association reviewed the past, surveyed the present, and made suggestions for the future. They stated that home economics is a field of knowledge and service which is primarily concerned with strengthening family life. As many members studied and discussed the effects of current societal conditions on the home, they felt "that the clearest new direction for home economics was to help people identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or family".[1] Twelve of these competences were stated and accepted by the membership.

With this challenge in mind and in response to concern over the problem of articulation and differentiation of subject matter at various levels, a seminar was held at French Lick, Indiana. Representatives from various subject matter areas, state supervisors, teacher educators, and administrators met to identify important concepts in home economics subject matter. In appraising the seminar, it was felt that only a beginning had been made and that there was need for "(1) immediate continued work on the concept approach in home economics; (2) continued and increased involvement of subject matter specialists; (3) continued involvement and integration of efforts among home economists in secondary, extension, college and university teachers; and (4) strong leadership and coordination of effort at the national level".[2]

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[1] New Directions, Washington, D.C.: American Home Economics Association, 1959.

In response to this need the Home Economics Branch of the Office of Education in cooperation with a number of Schools of Home Economics sponsored workshops in the various areas of home economics. Subject matter specialists, state and city supervisors, teacher educators, and secondary teachers were invited. The participants developed some generalizations which were felt important for competency in the particular area of concern.

These various workshops sponsored by the Home Economics Branch, the California Curriculum Project of Social Studies as well as other curriculum projects support the curriculum specialists as to the need to formulate and to classify ideas, to construct samples of content, and to organize these into a feasible teaching sequence. According to Taba, essentially the problem of curriculum building is to include sufficient materials and experiences to develop a conceptual understanding of the phenomenon of change and of the problem of developing insights beyond which students are able to master content alone. If the curriculum is to be a useful guide for learning, its content and the outcomes it pursues need to be in tune with the social and cultural realities of the times. Knowledge and learning need to be selected and organized that will provide a young adult with a sense of unity, of meaningful relationship between himself and his world. Methods of thought are needed which incorporate considerations of feelings and values and which are appropriate to the kinds of problems which people of our times are called upon to deal.[3]

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[2] Home Economics Seminar, Progress Report, French Lick: Indiana, 1961.

Some recent research in home economics has pointed out that in some classes where areas have been integrated, material has not been clearly understood, teaching was at times ineffective, some content aspects were omitted, and in some cases placement of material was questioned.[4,5] As an outgrowth of a number of these curriculum studies it is apparent that a considerable amount of ambiguity exists in reference to generalizations, their use and meaning. With the mass of material in each of the various areas of home economics, there is a need to select and clarify those generalizations which are most pertinent and relevant to the age level at which they are taught.

With a rapid change in teachers, differences in school organization, mobility of students, differences in responsibility for curriculum decisions, concern for the selection of generalizations which are important in the development of a level of competency in home economics as well as presenting challenging material, and consistency within the field brought about the state-wide curriculum project in Minnesota. It was felt that the project would be useful in that it would:

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[3] Hilda Taba, Curriculum Development, N.Y.:Harcourt, Brace and World, 1962

[4] Lydia Lucille Inman, Exploratory Study of Household Equipment Subject Matter for Secondary Home Economics Curricula, Unpublished PhD Dissertation, University of Minnesota, 1962

[5] Fern M. Horn, A Study of the Relationships between Certain Aspects of Clothing and the Developmental Levels of Early Adolescent Girls, Unpublished EdD Dissertation, Michigan State University, 1959.

1. use the individual classrooms of the participating teachers as the focus for its research, and the teachers and their students as participants in the preparation of materials, their use, and evaluation.
2. help those who participate prepare and/or select home economics curriculum materials which would be applicable for the students in their classrooms.
3. develop curriculum materials which would make the secondary home economics program more effective in meeting the needs of students and in closer agreement with the philosophy of the profession and its research findings.

Therefore, the next step in the development of the home economics curriculum was the involvement of secondary teachers at the state and local levels. Workshops in the various areas of home economics were conducted at the University of Minnesota in the summer of 1964-1966. Extension and other subject matter specialists and classroom teachers as well as some teacher educators who had taken an advanced course in curriculum development participated. Generalizations which had been developed in the national workshops were selected along with those which had been developed as part of the course assignments and additional ones where necessary were developed. Objectives and educational experiences which would help in developing the generalizations with home economics at different grade levels were selected or formulated. These were incorporated into resource units for use by the classroom teachers in the state.

The resource units in the clothing and child development areas were sent to a selected number of teacher educators, subject matter specialists, state and city supervisors, curriculum directors, and principals for review. Classroom teachers were asked to check those ideas which they used, add any additional ones and to make comments concerning the units. Suggestions received were then incorporated into the revised units.

Objectives of the Study

In order to ascertain the attainment of the resource unit objectives the following questions were raised:

2. What are the important generalizations in the areas of clothing and child development which are of concern at the different developmental levels of adolescents in the secondary home economics classes?

2. What evidences can be obtained from the currently enrolled students as to the understanding of the objectives and generalizations developed for the different developmental levels?

Assumptions Basic to the Study

In undertaking this phase of the curriculum project, three basic assumptions were made.

First, that teachers of home economics in the state will be willing to participate in administering the tests for the resource units and to compile the necessary student and teaching data for analysis.

Second, that the units will vary in the participating schools and that not all unit objectives will be covered in each class.

Third, that this information will be of value in developing a more effective home economics curriculum particularly in the clothing and child development areas.

Hypotheses

The hypotheses developed which were to be given statistical treatment of data were as follows:

1. There is a relationship between test score earned and IQ or MSAT score.
2. The test items will indicate discrimination among upper and lower ability students.
3. There are differences among the mean test scores earned by students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as supervising teachers, (c) either completed or did not complete the Curriculum 160A course, (d) developed or did not use quality objectives, and (e) made varying use of the resource units.
4. There is a different pattern of resource unit test means of those students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as a supervising teacher, (c) either completed or did not complete the Curriculum 160A course, and (d) developed or did not use quality objectives.

CHAPTER II

ORGANIZATION OF THE STUDY

The appraisal of the curriculum materials developed for the areas of clothing and child development included a survey of the use made of the resource units, the development of test items, and the analysis of test items. The design of the study and the development of test items will be discussed in this chapter.

Design of the Study

The judgmental approach was used by the classroom teachers who developed the resource units in clothing and child development. As a basis for making decisions relative to the selection and placement of concepts at the different grade levels, the conceptual structure of the area of home economics, our society and changes which have taken place in our families, and the growth, interests, and needs of adolescents were studied. The generalizations selected were checked for accuracy by a group of consultants. (Appendix B)

A multi-group survey approach was used for evaluating the attainment of the resource unit objectives. This included the selection of a population sample of home economics teachers who taught either in a total or a differentiated program; the use made of the resource units; and the unit rank, IQ or MSAT (Minnesota Scholastic Aptitude Test) score, and test score of the participating students.

The data received from the population sample were analyzed through the use of item analysis, analysis of variance, covariance, and correlation statistical procedures. The results and their interpretation will be discussed in the following chapter.

Population and Sample

Home economics teachers in Minnesota were surveyed relative to the use they made of the resource units in clothing and child development. The survey instrument (Appendix A) was divided into five categories as to the extensiveness of use and help received: extensive help, very helpful, helpful, to some extent, not at all. The returns were coded and the teachers placed into categories from which a random sample was drawn. Letters were sent to the teachers in the sample to ascertain the possibility of their participation in the appraisal phase of the project. The results are summarized in the following table.

Table 1. RETURNS FROM THE SURVEY OF USE MADE OF RESOURCE UNITS

Use Made	Number of Teachers in Random Sample		Remainder of Returns	Total
	Able to Participate	Unable to Participate		
Extensive	19	2	4	25
Very Helpful	39	9	127	175
Helpful	28	11	201	240
Some	22	12	75	109
None	13	12	34	59
Total	121	47	441	609

The teachers were further categorized as to whether they taught the total home economics program from grades 7-12 or whether they had a differentiated program of junior or senior high school classes.

From this division fifty home economics classes at each grade level (7-12 for the clothing area and 7, 9, 12 for child development) were selected for each type of program. Thus, there were in the original sample ten classes at each point of the extensiveness of use scale for either type of program. Further analysis of the teachers who could participate required the combining of the two lower categories of the use made of the resource units. The summary of classes which participated in the study will be found in Tables 2-3.

The teachers were further surveyed as to their educational background. Only one who participated in the appraisal phase had a master's degree completed. There were thirty serving as supervising teachers for the schools in the state which prepare home economics teachers. Forty-one had also completed the requirements of the graduate class in curriculum development (HE Ed. 160A))before undertaking this phase of the project. Ten had helped prepare the materials in the curriculum workshops.

Development and Use of Unit Tests

The task of ascertaining the degree to which the objectives in the resource units were being accomplished was of primary concern. Test questions selected or developed were, therefore, based upon the objectives for each resource unit. Depending upon the level of the objective the questions dealt with factual information, application of principles, or utilizing a generalization. Thus, the number of items varied for each objective and each resource unit.

Table 2. NUMBER OF CLASSES PARTICIPATING IN THE CLOTHING UNIT TESTS

Extensiveness of Use of Resource Materials	Grade Level of Student											
	7		8		9		10		11		12	
	Total Program	Differentiated Program	Total Program	Differentiated Program	Total Program	Differentiated Program	Total Program	Differentiated Program	Total Program	Differentiated Program	Total Program	Differentiated Program
Extensive	7	2	7	2	8	2	9	2	5	2	2	0
Very Helpful	7	6	9	12	7	7	5	7	7	7	3	5
Helpful	6	7	9	9	6	8	9	5	5	5	5	4
Some/None	6	5	3	10	5	8	3	5	3	6	1	4
Total	26	20	28	31	26	25	26	19	20	20	11	13

Table 3. NUMBER OF CLASSES PARTICIPATING IN THE CHILD DEVELOPMENT UNIT TESTS

Extensiveness of Use of Resource Materials	Grade Level of Student					
	7		9		12	
	Total Program	Differentiated Program	Total Program	Differentiated Program	Total Program	Differentiated Program
Extensive	7	3	9	3	8	3
Very Helpful	9	6	8	7	7	9
Helpful	8	10	5	7	8	7
Some/None	3	6	2	8	4	5
Total	27	25	24	25	27	24

The Taxonomy of Educational Objectives: Cognitive Domain[6] served as the major reference in the development of test questions. A number of the questions were selected from classroom tests which had previously been analyzed for items that were discriminating. References included in the bibliography of the resource units were searched for further ideas.

The test questions were organized into a unit test (Appendix D) for each area and grade level and given to a sample group of students for clarity, vocabulary, and timing. They were then revised and distributed to the participating classroom teachers. The teachers were asked to check the items which had not been covered in their classes. However, students were requested to attempt answering all the questions.

Further Use of Resource Units

For a further check on the utilization of the resource units, teachers were asked to provide a copy of the unit objectives and block plans. These were checked according to the score cards in Appendix E for depth of thinking, comprehensiveness in covering the unit concepts, and sequence in developing understanding.

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[6] Benjamin S. Bloom, Ed., Taxonomy of Educational Objectives: Cognitive Domain, New York: David McKay Company, Inc., 1956.

CHAPTER III

ANALYSIS OF DATA AND FINDINGS

The data obtained from subjecting the variables to the selected statistical tests will be discussed in this chapter. The presentation of data accomplishes four things: first, it shows the relationship between test scores and IQ or MSAT scores; second, it gives a comprehensive picture of the discriminating value and level of difficulty for items from the various tests administered; third, it shows that the dependent variables had differences among the mean test scores; and fourth, it indicates that there were different patterns of use of the resource units by the participating teachers.

The findings were arranged in tables and will be incorporated in the various sections of this chapter.

Relationship Between Test Scores and IQ or MSAT Scores

The data in this section provides information for testing the first hypothesis that there is a relationship between test score earned and IQ or MSAT score.

It was found that a variety of intelligence tests were given in Minnesota as well as no regular time for their administration and no consistency in recording the data obtained. Since the largest number of schools administered the Lorge-Thorndike test forms and recorded student IQ's, it was decided to use this data for grades 7-10. Raw scores were obtained for the Minnesota Scholastic Aptitude Test (MSAT) which is administered to all students in grades 11-12.

It will be noted that the number of cases will vary between this section and the following section of the report as similar data could not be obtained for all students. The investigator noted, however, that there were close relationships between test scores and student percentiles or IQ's for those cases which could not be used.

The summary of the data for all tests and IQ scores for the correlations obtained for each grade is given in Table 4. The IQ and test score data were subjected to the Pearson Product Moment correlation test and found to have positive correlations. The hypothesis was further supported as the correlations were found to be significant at the .01 level.

Table 4. SUMMARY OF FINDINGS INDICATING THE CORRELATION BETWEEN TEST SCORE AND IQ OR MSAT SCORE

Type of Test	Correlation with IQ or MSAT Scores	Number of Cases
Clothing 7	.47	676
8	.56	944
9	.55	894
10	.26	431
Advanced	.49	510
12	.24	342
Child Development		
7	.35	742
9	.45	787
12	.25	670

Findings Resulting from Item Analysis

Several factors need to be considered when analyzing the test items. First, the tests were not developed to become a standardized set of questions. The investigator has recommended to the classroom teachers in the State of Minnesota the need to adapt the resource unit objectives to fit the needs of their students. Secondly, the senior high school students have not been enrolled in the beginning home economics classes under the new curriculum, and some do not, therefore, have the foundation for some of the concepts and critical thinking incorporated in a number of test items. In other instances, some concepts had been covered in the previous year of study. Third, this was the first experience with the type of test items developed for a large proportion of the students. And finally, more teachers have participated in the in-service meetings and completed the curriculum class since the project was begun, so there might now be a change in the use made of the resource units.

The summary of the analysis of each test which is included in Appendix D will be given here. Since between 300 to 1200 students wrote the tests for each grade level, the highest 27% and the lowest 27% were selected on the basis of their total scores. Those students with IQ's of less that 80 were eliminated previous to this selection. The results were checked for both discrimination and difficulty of each item. Further analysis was made relative to the relationship between the indicated coverage of the unit objectives and the difficulty index.

Clothing 7. Table 5 summarizes the analysis of the test items for Clothing 7. The data indicates that approximately 48% of the items were found to have both good discrimination and difficulty indexes; 35% were satisfactory; while about 17% were either too easy or difficult. Items 2, 18, 22, 27, and 49 were found to have low discrimination as well as being difficult. In comparison items 1, 31, 33, 37, 53, and 64 had approximately 90 or more per cent of the 771 students answering them correctly. There were 12 additional students with an IQ below 80.

It will also be noted that 57% of the items checking the application of principles were found to be good.

Table 5. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CLOTHING 7

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	1, 31, 33, 37	7, 8	4, 5, 6, 32, 34, 35, 36, 38, 39	15
Principles	18, 22, 23, 49, 53, 64	3, 9, 10, 19, 20, 21, 40, 41, 42, 43, 44, 45, 48, 51, 52, 58, 59, 60, 61, 62, 63, 69, 70, 73	11, 13, 15, 17, 25, 50, 54, 56, 57, 65, 68, 71	42
Generalizations	2, 27	14, 24, 30, 46, 47, 55, 66, 67, 74	12, 16, 26, 28, 29, 72	17
TOTAL	12	35	26	74

In analyzing the objectives of the 45 participating teachers (26 in the total program and 20 in the differentiated program), it was found that nine included the additional concepts of appropriate dress for a specific occasion as well as eight teaching some clothing construction which was not recommended for this grade level.

The data presented in Table 6 indicate that the coverage of the concepts varied from 2 to 9 teachers. There was considerable variation of coverage with the concept of expression of mood in dress with nine teachers indicating they didn't cover items 10-12. The teachers who taught construction did not include clothing care or family resources in relation to section of clothing. One of these teachers taught construction only.

Many teachers expressed the interest of their students in the concepts covered with older students asking why they hadn't covered these when they were in the seventh grade.

Table 6. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CLOTHING 7

Objective-Concept			Test Item Numbers	Number of Teachers Not Covering Concept
I.	A.	Group Acceptance	1-3	3
	B.	Mood in Dress	4-24	7-9 (10-12)
	C.	Family Resources	25-27	8
II.	A.	Clothing Storage	28-30	2
	B.	Fiber Properties	31-46	7
	C.	Fabric Finishes	47-55	5
	D.	Care--Laundry	56-73	9
	E.	Clothing Repairs	74	6

Clothing 8. Results of the analysis of the test items for Clothing 8 are given in Table 7. It was found that 50% of the items were good, 35% satisfactory, and 15% were either too easy or difficult. The items which were easy were numbers 17, 23, 33, 37, 39, and 48 while items 3, 7, 38, and 46 were difficult possibly due to the fact that between 6 to 10 teachers indicated they did not cover these items.

Table 7. COMPARISON OF THE ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CLOTHING 8

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	17, 33, 48	9, 10, 11, 13, 15, 16, 18, 20, 30, 32, 35, 43, 47, 62, 63, 64, 73	12, 14, 28, 29, 31, 34, 49	27
Principles	23, 37, 38 39, 46	1, 2, 19, 25, 27, 42, 44, 51, 61, 68, 71, 72, 74, 75, 76, 77	4, 6, 21, 22 24, 26, 36, 40 41, 45, 50, 65 66, 67, 69, 70	37
Generalizations Y	3, 7	8, 78	5	5
TOTAL	10	35	24	69

It will be noted that since this was the first introduction of construction techniques, the largest percentage of items were concerned with the application of construction principles. Several teachers indicated their students ability to transfer the principles they had used in the construction of shifts to the test items which used skirts and blouses as examples. Perhaps most disappointing was the number of teachers who indicated they taught procedures only, were most restrictive in techniques used, and didn't help their students understand the principles involved. Yet these same teachers indicated they had also taught construction to these students as seventh graders.

The sample included 1141 students plus 12 with an IQ below 80.

Only one teacher in the sample of 59 (28 in the total program and 31 in the differentiated) covered wardrobe planning as an additional concept. The suggested resource units leave this for grade nine.

The summary of the analysis of the coverage of the suggested unit objectives is given in Table 8. It was found that almost one-half of the teachers did not discuss the relationship of weaves to the selection of material, but yet these items were found to discriminate between upper and lower ability students and within the .40-.60 index range for difficulty. All of the teachers covered item 78 which was concerned with the quality of a garment; it had a difficulty index of .59.

Table 8. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CLOTHING 8

Objective-Concept			Test Item Numbers	Number of Teachers Not Covering Concept
I.	A.	Figure Types	1-3	2-6 (3)
	B.	Texture	4-5	8-12 (4)
	C.	Color Combinations	6-8	7
II.	A.	Weaves	9-20	5-27 (12)
	B.	Fabric Design	21-22	5
III.	A.	Tools	23-42	3
	B.	Patterns	43-51	4-10 (46)
	C.	Fabric Selection	52-61	2-11 (60)
	D.	Preparation of Fabric	62-70	1
	E.	Construction Techniques	71-77	4-11 (73)
	F.	Quality of Garment	78	0

Clothing 9. In comparing the results in Table 9, 56% of the items were found to be good, another 36% to be satisfactory, and the remainder were found to be either difficult (items 30, 40) or relatively easy (items 17, 39). The items concerned with the understanding or development of generalizations were found to have greater discriminating power than either factual statements or principles.

The sample included 1118 students plus 40 with an IQ below 80.

Table 9. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CLOTHING 9

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	17	10, 11, 15, 19, 21, 26	12, 13, 14, 16, 18, 20	13
Principles		37, 38, 41, 42, 50, 51	5, 6, 7, 22, 27, 29, 44, 48	14
Generalizations	30, 39, 40	2, 3, 4, 9, 23, 24, 25, 31, 32, 33, 34, 35, 36, 43, 46, 47, 49	1, 8, 28, 45, 52	25
TOTAL	4	29	19	52

Additional concepts included in the unit plans developed by the teachers were mending, selection of clothing styles, shopping techniques, stain removal, and care of clothing. All of these are included earlier in the resource units.

In analyzing the objectives of this sample of 51 teachers (26 in the total program and 25 in a differentiated program), it was found that the majority of the suggested concepts were covered by approximately one-half of them; yet they indicated on the tests a much higher percentage of coverage. Only four teachers indicated they did not cover the two most difficult items. Others stated they used a different approach for some of the construction steps while one teacher taught only the construction of a garment. The summary of these findings is given in Table 10.

Table 10. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CLOTHING 9

Objective-Concept			Test Item Numbers	Number of Teachers Not Covering Concept
I.	A.	Wardrobe Planning	1-2	4
	B.	Economic Factors	3-4	4
	C.	Aesthetic Influences	5-9	3-9 (9)
II.	A.	Fiber Characteristics	10-22	7
	B.	Yarn Characteristics	23	10
	C.	Characteristics of Blends	24-25	8
III.	A.	Pattern Alterations	26-30	2-13 (27)
	B.	Pressing	31	1
	C.	Seam Finishes for Garment	32-36	6
	D.	Collar Application	37-43	4
	E.	Sleeves	44-45	4
	F.	Gathers-Pleats	46-47	6
	G.	Waistline Seam	48-49	8-12 (49)
	H.	Plackets	50-51	5
	I.	Hems	52	3

Clothing 10. In comparing the results in Table 11, approximately one-half of the items were found to be good, three relatively easy, and the remaining 45% to be satisfactory. It was found that those items concerned with the application of principles had better discriminating power than those that were factual. The sample included a total of 633 students plus 32 with an IQ below 80.

Table 11. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CLOTHING 10

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	16	7, 8, 23	6, 9, 10, 11, 12, 13, 14	11
Principles	18, 21	1, 17, 20, 25, 27, 28, 29, 30	18, 19, 24, 31	13
Generalizations		4, 5, 15, 26	2, 3, 22	7
TOTAL	3	15	14	31

Further analysis of the coverage of the objectives and item complexity revealed that a number of teachers had not covered the test item during the current year, such as items 28 and 31. Others indicated that they had covered the objective but not the test item or that this concept had been taught the previous year. Additional concepts covered included weaves, fashion terminology, accessories, and characteristics of textiles; all of these were part of the resource unit suggestions for previous grades.

The sample included a total of 46 teachers with 26 in the total program group and 19 in the differentiated program. The summary of the findings of the analysis of their objectives is given in Table 12 and indicates the coverage of each concept included in the test.

Table 12. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CLOTHING 10

Objective-Concept	Test Item Numbers	Number of Teachers Not Covering Concept
I. A. Socio-psychological Influences	1-2	4
B. Wardrobe Budget	3-5	6
II. A. Construction of a Garment	6-15	4
B. Pressing of Wool	16-22	6
C. Interfacing	23-24	3
D. Buttonholes	25-27	6
E. Pockets	28	14
F. Lining	29-30	3
G. Belts	31	15

Advanced Clothing. This resource unit was planned as a special semester for students enrolled in either grades 11 or 12 and who wanted additional work in clothing. It was developed to provide an insight into the problems of the clothing industry as well as special construction techniques.

In comparing the results of item analysis in Table 13, approximately 56% of the items were found to be good, 29% satisfactory, and 15%

relatively easy or difficult as well as having a low discrimination index. Items concerned with the application of principles as well as the utilization of generalizations were found to have good discrimination power.

The sample included 716 students.

Table 13. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR ADVANCED CLOTHING

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual		38, 44	34, 35	4
Principles	24, 33	3, 15, 16, 17, 22, 23, 32, 40, 42	29, 31, 45	14
Generalizations	7, 8, 11, 20, 30	2, 6, 9, 10, 12, 13, 14, 21, 25, 28, 36, 37, 38, 43	1, 4, 5, 18, 19, 26, 27, 41	27
TOTAL	7	25	13	45

The forty teachers (twenty from each type of program) included in the sample made comments, such as, it would take several years to up-grade and make changes in the local curriculum so some of the interesting and new ideas could be covered and that students and teachers found the concepts most interesting, challenging, and satisfying. The summary of their current objectives is found in Table 14.

Table 14. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR ADVANCED CLOTHING

Objective-Concept	Test Item Numbers	Number of Teachers Not Covering Concept
I. A. 1. Environmental Influence	1-2	6-8 (2)
2. Enhancement Value	3-10	1-10 (4)
3. Mode of Era	11-13	5
B. Style Influences	14-15	6-8 (15)
C. Fashion Trends	16-17	4-7 (16)
II. A. World Economy	18-19	12
B. Effect of Designers	20-21	6
C. Economic Decisions	22-23	3
D. Communication to Consumers	24-25	3-7 (24)
E. Vocational Opportunities	26	11
III. A. Wardrobe Planning	27-28	3-5 (5)
B. Buy or Make	29-30	3
IV. A. Textile Characteristics	31	4
B. 1. Fiber Properties	32-33	8
2. Yarn Characteristics	34	6
3. Structuring of Fabrics	35	9
4. Finishes	36-37	3-7 (7)
5. Decorative Designs	38-39	5-8 (8)
V. A. Speciality Fabrics	40-41	6-8 (41)
B. Tailoring Techniques	42-43	4
C. Garment Design	44-45	4

Further analysis of the coverage of the objectives revealed that in addition to the suggested concepts, some teachers included care of clothing, use of the sewing machine, and two concepts not recommended in the state (knitting and making of samples). It will be noted that only about one-third covered the concepts of the role of the clothing industry in world economy and vocational opportunities in the clothing field.

Clothing 12. This resource unit was planned to be taught as part of the senior Family Living course covering an entire school year. No clothing construction was recommended; however, eight of the thirteen teachers from the differentiated program taught only construction--tailoring. Yet some indicated they covered the test item but the concept was not included in the block plan so one might conclude that it was incorporated in another unit, such as child development. The eleven teachers from the total program group offered a much broader coverage of the clothing field. Therefore, the test results may not represent a very accurate picture.

Table 15 indicates that approximately 74% of the items were either good or satisfactory leaving 26% as either easy (1 item) or difficult (7 items). Part of this may be a result of great variations in student backgrounds as stated by the teachers as well as the type of unit taught. The sample included a total of 318 students.

Table 15. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CLOTHING 12

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual		1	9, 20	3
Principles	13	8, 17, 22	21, 27	6
Generalizations	3, 4, 5, 7, 16, 26, 30	6, 10, 18, 19, 23, 28, 29	2, 11, 12, 14, 15, 24, 25	21
TOTAL	8	11	11	30

In analyzing the objectives covered, it was found that additional ones included the concepts of wardrobe planning, psychological aspects of clothing, effect of production on economy, and tailoring. The summary of these findings is given in Table 16. It will be noted that approximately one-fourth of the teachers did not cover some of the concepts from the resource units.

Table 16. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CLOTHING 12

Objective-Concept			Test Item Numbers	Number of Teachers not Covering Concept
A.	1.	Infant Clothing	1-5	2-7 (4)
	2.	Children's Clothing	6-8	3
	3.	Men's Clothing	9-12	3
	4.	Women's Clothing	13-15	2-6 (13)
	5.	Family Clothing Problems	16-19	2
B.	1.	Characteristics of Fibers	20-23	4-6 (21)
	2.	Criteria for Purchasing	24-26	2
	3.	Care of Clothing	27-30	3-6 (30)

Child Development 7. From the comments received from the 42 participating teachers (27 from total program and 25 differentiated), this was the most difficult of the test instruments they administered. Yet the test results given in Table 17 do not support this conclusion as 46% of the items were found to have good discrimination and difficulty indexes, 23% satisfactory and 31% were easy. From this 31% of the items, 50% had more than 90% of the 937 students selecting the appropriate answer. Only item 1 was found to be difficult. In addition twelve students had an IQ below 80.

Since this was the first introduction to the understanding of children, more of the objectives were at the comprehension level; so therefore, the largest percentage of items fall within the factual category. As other concepts are added and greater depth incorporated, the percentage of the items in these categories change.

Table 17. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CHILD DEVELOPMENT 7

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	10; 15; 29; 30 31; 32; 33; 34; 35, 36, 38, 39, 42	3; 4; 5; 7, 9, 11; 12; 13, 14, 18, 20, 57	2; 6; 8; 16 37, 40, 41, 53	33
Principles	1; 62, 64, 66, 68, 70	17; 21; 22; 26; 43; 44; 45; 46; 47, 54, 56, 58, 74	19, 28, 60, 72	23
Generalizations	52, 63, 65, 67, 69	23; 24; 27; 48; 50, 51, 59, 61, 75	25, 49, 55, 71, 73	19
TOTALS	24	34	17	75

The majority of the teachers covered all of the suggested objectives as shown in Table 18. Only items 56 and 58 had less than 25% of the teachers indicating they didn't discuss the concepts involved. No additional concepts were given.

Table 18. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CHILD DEVELOPMENT 7

Objective- Concept			Test Item Numbers	Number of Teachers not Covering Concept
I.	A.	Growth Patterns	1-5	3
	B.	Play/Materials	6-25	3
II.	A.	Sleeping Habits	26-28	1
	B.	Eating Habits	29-52	3
	C.	Dressing of Self	53-56	6-9 (56)
	D.	Safety	57-75	1-9 (58)

Child Development 9. The data in Table 19 indicates that approximately 46% of the items were found to have both good discrimination and difficulty indexes; 37% were satisfactory; while 17% were either easy or difficult. Only item 3 was found to be difficult as well as having a low discrimination index. In comparison most of the remainder of the items in this category had 90% or more of the 1127 students answering these correctly. There were 26 additional students with an IQ below 80. The items with good discrimination and difficulty indexes were quite evenly distributed among the types of items.

Comments received from teachers relative to this test more than any of the others indicated the unfamiliarity of students with tests organized around concepts instead of all similar items (i.e., true-false) grouped together. Others indicated they had not discussed a variety of alternatives for situations or that the vocabulary was difficult.

At the in-service workshops, it had been suggested that child development be included as part of a twelve week unit in the area of the family. The analysis of the block plans indicated a variety of interesting organizational patterns including the use of a play school. Generally the students in those schools which provided experiences with children earned higher schores on the tests. Some of the 49 teachers (24 in total program and 25 in differentiated) did indicate they had covered some of the concepts the previous year or in another unit.

Table 19. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CHILD DEVELOPMENT 9

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over .80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	34, 52, 82, 84	1, 10, 11, 30, 38, 51, 53, 56, 57, 58, 59, 60, 61, 79	35, 36, 37, 54, 55, 77, 78, 80, 81, 83	28
Principles	3, 5, 14, 62, 65, 70, 72, 91, 92	12, 17, 20, 28, 29, 32, 33, 39, 42, 48, 50, 63, 64, 66, 85	2, 4, 8, 9, 15, 16, 18, 19, 27, 40, 44, 46, 74, 86, 87	39
Generalizations	73, 89, 90	13, 23, 25, 26, 31, 43, 45, 47, 49, 69, 71, 76, 88	6, 7, 21, 22, 24, 41, 67, 68, 75	25
TOTAL	16	42	34	92

The summary of the coverage of the suggested concepts as given in Table 20 indicates considerable variation. About 20% didn't cover several concepts; however, the difficulty index analysis placed these in the satisfactory range. The influence of health factors was the only additional concept included for this grade level.

Table 20. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CHILD DEVELOPMENT 9

Objective-Concept			Test Item Numbers	Number of Teachers not Covering Concept
I.	A.	Growth Patterns	1-7	3-9 (7)
	B.	Basic Needs	8-21	1
II.	A.	Personality Development	22-26	1-13 (24)
	B.	Emotional Needs	27-31	3
	C.	Language Development	32-39	8
III.	A.	Development Through Play	40-61	5
	B.	Creativity	62-64	2
IV.	A.	Social World	65-69	8 (68)
	B.	Right/Wrong	70-74	10 (74)
	C.	Sex Development	75-85	10 (78-84)
	D.	Independence	86-88	11 (86)
	E.	Rights/Responsibilities	89-92	8 (89)

Child Development 12. This resource unit was planned to be incorporated into the senior Family Living course. Results of the analysis of the test items of 790 students in the Child Development 12 sample are given in Table 21. It was found that 26% of the items were either easy or relatively difficult, 35% satisfactory, and 39% good. The factual items were almost evenly distributed among these categories as well as the satisfactory items among the types of items. Items 1, 2, 3, 19, 22, 25, 30, 57, 61, and 64 were found to be easy while item 79 was difficult. All items were found to discriminate between the upper and lower ability students.

A number of the teachers commented that some concepts were also covered in Biology classes. Students in one class constructed a child's garment while 16 out of the 51 teachers (27 in total program and 24 in differentiated) in the sample also indicated they covered the concepts of clothing needs of children and selection of maternity clothing.

Table 21. COMPARISON OF ITEM COMPLEXITY WITH DISCRIMINATION AND DIFFICULTY INDEXES FOR CHILD DEVELOPMENT 12

Types of Items	Distribution of Item Numbers According to Discrimination and Difficulty Indexes			Total
	Below .20 and over . 80	Between .40 and .70	Between .20-.40 and .70-.80	
Factual	1, 2, 3, 4, 11, 14, 22, 24, 57, 61, 62	5, 7, 10, 32, 33, 48, 51, 58, 70, 78, 81, 93	6, 8, 9, 12, 13, 15, 16, 36, 56, 59, 60, 77, 83	36
Principles	25, 35, 52, 79, 86, 89	17, 18, 40, 42, 47, 49, 69, 71, 84, 85, 90, 91	20, 34, 39, 45, 73, 74, 75, 80, 82, 87, 88, 92	30
Generalizations	19, 26, 29, 30, 43, 64, 65, 67	21, 27, 28, 37, 41, 46, 53, 54, 63, 66, 68, 94,	23, 31 38, 44, 50, 55, 72, 76	28
TOTAL	25	36	33	94

In analyzing the objectives and plans summarized in Table 22, a considerable variation in length of the unit taught was found. This was partly because some included the clothing concepts in a unit on family clothing, others included the foods concepts in a similar unit, while others covered only the factual type of items. Approximately 25% did not cover the concepts concerned with the uniqueness of individuals.

Table 22. ANALYSIS OF THE COVERAGE OF OBJECTIVES FOR CHILD DEVELOPMENT 12

Objective-Concept			Test Item Numbers	Number of Teachers not Covering Concept
I.	A-B.	Effects of Pregnancy	1-23	2
	C.	Pre-natal Care	24-35	1
	D.	Childbirth	36-37	7
II.	A.	Emotional Maturity	38-44	2-9 (44)
	B.	Infant Care	45-71	1-7 (55, 68)
III.	A.	Uniqueness of Individuals	72-82	2-13 (78-82)
	B.	Value of Food	83-94	7

Differences Found Among Mean Test Scores

This section is concerned with the analysis of the mean test scores relative to the variables of (a) the use made of resource units, (b) type of program, (c) service as a supervising teacher, (d) enrollment in Curriculum 160A, and (e) quality of objectives.

The data obtained were subjected to analysis of variance and covariance. The analysis of variance statistical tool was used to sort out and estimate the variance components as well as to provide for tests of significance. To eliminate any effect of great variations in intelligence the data were further treated using the analysis of covariance as the statistical tool. The findings for both the analysis of variance and covariance and the necessary adjustment in the sums of squares are summarized in the tables incorporated.

The table values of F for the analysis of variance with three degrees of freedom are 2.60 at the five percent level and 3.68 at the one percent level. For the analysis of covariance with one degree of freedom, they are 3.84 at the five percent level and 6.63 at the one percent level.

Use of resource units. Since a variation in the use made of the resource units was indicated from the survey instrument (Appendix A) tabulations, this variable was chosen as one of the main effects to analyze. From the data given in the analysis of variance and covariance Tables 23-49, the values of F can be obtained. These were found to be significant at the one percent level for all test instruments except Clothing 8 and 9.

Type of program. To test the hypothesis that there are differences among the mean test scores earned by students whose teachers taught in a total program (grades 7-12) or in a differentiated program (Junior/Senior High or subject area) and the use made of the resource units, the data were subjected to analysis of variance and covariance. Since the findings in Table 23 are significant at the one percent level, the hypothesis can be accepted for Clothing 7. However, the F value obtained in Table 24 for Child Development 7 is 2.91 for the adjusted sums of squares so the conclusion must remain in question regarding the differences in means.

Table 25 shows the values of F for Clothing 8 as 2.73 and 1.71. Therefore, the hypothesis of differences in means in relation to type of program must be rejected.

The values of F of 66.38 and 78.72 obtained from Table 26 indicate the differences relating to the type of program and mean test scores are significant at the one percent level for Clothing 9. The Child Development 9 findings of 17.05 and 13.56 of the values of F are also significant. Thus the hypothesis can be accepted.

In contrast the values of F of 2.03 and 0.19 are not significant for Clothing 10. Therefore, the hypothesis of differences must be rejected.

The Advanced Clothing values of F (47.67 and 37.40) are also significant. For this test instrument then the hypothesis of the differences of type of program and mean test scores must be accepted.

Tables 30-31 show the values of F for Clothing 12 as 47.52 and 47.91 while those for Child Development 12 are 3.23 and 4.02. Thus the hypothesis of differences in means may be accepted for both test instruments.

Supervising teachers. Out of the total number of classroom teachers serving as supervising teachers for the various institutions in the state, thirty were found in the randomly selected sample. They represented all of the schools preparing home economics teachers.

Table 32 summarizes the data concerned with the mean test scores of their students enrolled in Clothing 7. It was found that the F values obtained were not significant; therefore, the hypothesis cannot be accepted. However, the F values obtained in Table 33 were significant for all effects. Therefore, the hypothesis can be accepted that there are differences among the test scores in Child Development 7 earned by those students whose teachers served as supervising teachers and those who did not.

Significant values of F (7.61 and 8.96) were obtained for Clothing 8 as shown in Table 34.

A difference in the values of F for Clothing 9 (13.81 and 14.05) and Child Development 9 (0.43 and 0.43) are given in Tables 35-36. Therefore, the hypothesis can be accepted for the differences found between service as a supervising teacher and mean test scores for Clothing 9 and rejected for Child Development 9.

Table 23. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 7: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	30160	10053.33	20.24	3	30410	10136.67	20.63
Type of Program	1	15200	15200.00	30.60	1	17120	17120.00	34.84
Interaction	3	6100	3033.33	4.09	3	5560	1853.33	3.77
Error	1040	516660	496.79		1039	510610	491.44	

Table 24. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 7: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	37570	12523.33	26.82	3	37760	12586.67	27.32
Type of Program	1	2200	2200.00	4.43	1	1430	1430.00	2.91
Interaction	3	10610	3536.67	7.57	3	11660	3886.67	8.44
Error	1040	485650	466.97		1039	478610	460.64	

Table 25. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 8: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1120	373.33	2.91	3	1532	510.67	6.18
Type of Program	1	350	350.00	2.73	1	141	141.00	1.71
Interaction	3	6380	2126.67	16.58	3	7671	2557.00	30.96
Error	1040	133410	128.28		1039	85810	82.59	

Table 26. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 9: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	6600	2200.00	10.33	3	9150	3050.00	14.86
Type of Program	1	14130	14130.00	66.38	1	16160	16160.00	78.72
Interaction	3	3220	1073.33	5.04	3	3800	1266.67	6.17
Error	1237	263320	212.87		1236	253720	205.28	

Table 27. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 9: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	181610	60536.67	100.80	3	188140	62713.33	106.85
Type of Program	1	10240	10240.00	17.05	1	7950	7950.00	13.57
Interaction	3	10000	3333.33	5.55	3	11420	3806.67	6.49
Error	1237	742890	600.56		1236	725430	586.92	

Table 28. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 10: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1123.00	374.33	18.13	3	1217.90	405.97	25.09
Type of Program	1	42.00	42.00	2.03	1	3.00	3.00	0.19
Interaction	3	407.90	135.97	6.58	3	258.10	95.03	5.87
Error	446	9208.00	20.65		445	7200.40	16.18	

Table 29. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR ADVANCED CLOTHING: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	2115	705.00	22.49	3	1337	445.67	18.64
Type of Program	1	1494	1494.00	47.67	1	895	895.00	37.40
Interaction	3	1520	506.67	16.16	3	781	260.33	10.89
Error	485	15205	31.35		484	11597	23.91	

Table 30. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 12: USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	2587	862.33	19.15	3	2579	859.67	19.07
Type of Program	1	2140	2140.00	47.52	1	2160	2160.00	47.91
Interaction	3	79	26.33	0.58	3	79	26.33	0.58
Error	838	37737	45.03		837	37733	45.08	

Table 31. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 12; USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	12560	4186.67	6.09	3	11950	3983.33	5.98
Type of Program	1	2220	2220.00	3.23	1	2680	2680.00	4.02
Interaction	3	33000	11000.00	15.99	3	33670	11223.33	16.85
Error	838	576440	687.88		837	557390	665.94	

Table 32. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 7: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	18830	6276.67	12.82	3	19090	6363.33	13.06
Supervising Teacher	1	80	80.00	0.16	1	90	90.00	0.18
Interaction	3	20070	6690.00	13.66	3	19060	6353.33	13.04
Error	1040	509240	489.65		1039	506350	487.34	

Table 33. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 7: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	22010	7336.67	16.07	3	20740	6913.33	15.34
Supervising Teacher	1	4540	4540.00	9.94	1	4370	4370.00	9.70
Interaction	3	13900	4633.33	10.15	3	14550	4850.00	10.76
Error	1040	474780	456.52		1039	468290	450.71	

Table 34. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 8: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1900	633.33	4.77	3	1264	421.33	4.82
Supervising Teacher	1	1010	1010.00	7.61	1	784	784.00	8.96
Interaction	3	1180	393.33	2.96	3	1638	546.00	6.24
Error	1040	138110	132.80		1039	90899	87.49	

Table 35. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 9: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1210	403.33	1.78	3	1660	553.33	2.51
Supervising Teacher	1	3120	3120.00	13.81	1	3100	3100.00	14.05
Interaction	3	2200	733.33	3.25	3	1950	650.00	2.95
Error	1237	279520	225.97		1236	272800	220.71	

Table 36. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 9: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	111760	37253.33	64.07	3	105390	35130.00	62.27
Supervising Teacher	1	250	250.00	0.43	1	240	240.00	0.43
Interaction	3	43660	14553.33	25.03	3	46570	15523.33	27.52
Error	1237	719260	581.46		1236	697300	564.16	

Table 37. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 10: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1562.00	520.67	26.43	3	1560.20	520.07	34.79
Supervising Teacher	1	2.10	2.10	0.11	1	41.90	41.90	2.80
Interaction	3	797.70	265.90	13.50	3	718.20	239.40	16.01
Error	446	8786.00	19.70		445	6653.90	14.95	

Table 38. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR ADVANCED CLOTHING: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1269	423.00	12.33	3	1019	339.67	13.11
Supervising Teacher	1	1190	1190.00	34.68	1	336	336.00	12.97
Interaction	3	496	165.33	4.82	3	470	156.67	6.05
Error	485	16643	34.32		484	12542	25.91	

Table 39. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 12: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	2599	866.33	20.64	3	2571	857.00	20.40
Supervising Teacher	1	2	2.00	0.04	1	2	2.00	0.05
Interaction	3	3619	1206.33	28.74	3	3619	1206.33	28.71
Error	838	35167	41.97		837	35167	42.02	

Table 40. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 12: USE OF RESOURCE UNITS IN RELATION TO SERVICE AS SUPERVISING TEACHER

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	22400	7466.67	10.70	3	14590	4863.33	7.22
Supervising Teacher	1	50	50;00	0.07	1	940	940.00	1.40
Interaction	3	32410	10803.33	15.48	3	34480	11493.33	17.06
Error	838	584930	698.01		837	563960	673.79	

The hypothesis must also be rejected for Clothing 10 as the values of F are 0.11 and 2.80.

Significant differences in the values of F (34.68 and 12.97) were again obtained for Advanced Clothing. Thus the hypothesis can be accepted.

Neither the values of F for Clothing 12 (0.04 and 0.05) and Child Development 12 (0.07 and 1.40) were significant as shown in Tables 39-40. Therefore, the hypothesis of differences between test score means of those students whose teachers served as supervising teachers and those who did not must be rejected.

Enrollment in Curriculum 160A. During the past three years the investigator had over 300 classroom teachers, college supervisors, and city supervisors as well as extension home economists enrolled in a graduate course concerned with the development of curriculum materials. In addition over forty-five in-service meetings were held to help the teachers in Minnesota utilize the curriculum materials developed in workshops. Forty-one teachers who had completed the course requirements before the actual testing phase began were in the random sample of teachers selected. However, twenty-five of these completed the course after the survey instrument data had been obtained. Thus the placement as to the use they made of the resource units before administering the test instruments may have changed as well as for those who participated at the in-service meetings.

In Tables 41-42 are the findings relative to the differences among the mean test scores of those students enrolled in grade 7 whose teachers had either completed the requirements for Curriculum 160A or had not enrolled in the course. It will be noted that the F values are not significant for either the clothing or child development areas; therefore the hypothesis cannot be accepted.

The values of F (12.46 and 18.88) for Clothing 8 as given in Table 43 were found to be significant at the one percent level.

With values of F (0.32 and 0.61) for Clothing 9 and (3.05 and 2.50) for Child Development 9, the hypothesis must be rejected.

A tape parity error was obtained for Clothing 10 and Advanced Clothing data. Since time did not permit, no further analysis was conducted.

Differences in the values of F are shown in Tables 47-48 for Clothing 12 (9.75 and 9.64) and Child Development 12 (1.03 and 0.97). Thus the hypothesis relating to clothing may be accepted and must be rejected for child development.

Quality of Objectives. For further appraisal of the content and critical thinking incorporated in the classroom, the teachers returned a copy of their unit objectives and block plans along with the test administered. These were rated using the scale in Appendix E.

Findings relative to the differences among the mean test scores and the quality of objectives are shown in Table 49. Since the values of F are 28.61 and 28.90, the hypothesis can be accepted that there are differences for Clothing 7.

Due to a tape parity error, the statistical computations were not completed for the remainder of the test instruments. However, the objectives were utilized further in the section concerned with item analysis.

Table 41. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 7: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	17560	5853.33	12.24	3	19010	6336.67	13.35
Enrollment in 160A	1	930	930.00	1.94	1	1630	1630.00	3.43
Interaction	3	29120	9706.67	20.30	3	30490	10163.33	21.41
Error	1040	497340	478.21		1039	493290	474.77	

Table 42. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 7: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	12890	4296.67	9.60	3	11850	3950.00	8.93
Enrollment in 160A	1	680	680.00	1.52	1	180	180.00	0.41
Interaction	3	25100	8366.67	18.69	3	23390	7796.67	17.63
Error	1040	465505	447.60		1039	459530	442.28	

Table 43. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 8: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1150	383.33	2.90	3	1416	472.00	5.43
Enrollment in 160A	1	1650	1650.00	12.46	1	1642	1642.00	18.88
Interaction	3	240	80.00	0.60	3	724	241.33	2.78
Error	1040	137690	132.39		1039	90347	86.96	

Table 44. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 9: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	2560	853.33	3.86	3	3490	1163.33	5.43
Enrollment in 160A	1	70	70.00	0.32	1	130	130.00	0.61
Interaction	3	10910	3636.67	16.47	3	12400	4133.33	19.29
Error	1237	273160	220.82		1236	264850	214.28	

Table 45. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CHILD DEVELOPMENT 9: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	197020	65666.67	108.20	3	205010	68336.67	113.30
Enrollment in 160A	1	1880	1880.00	3.05	1	1510	1510.00	2.50
Interaction	3	1970	656.67	1.06	3	1040	346.67	0.57
Error	1237	763080	616.88		1236	745470	603.13	

Table 46. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 10: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.-	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	1066.50	355.50	16.74	3	1193.10	397.70	24.10
Enrollment in 160A	1	?	?	?	1	?	?	?
Interaction	3	107.50	35.83	1.69	3	113.70	37.57	2.28
Error	446	9474.50	21.24		445	7343.50	16.50	

Table 47. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 12: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	2342	780.67	21.63	3	2250	750	20.83
Enrollment in 160A	1	352	352.00	9.75	1	347	347	9.64
Interaction	3	8351	2783.67	77.10	3	8466	2822	78.39
Error	838	30247	36.09		837	30131	36	

Table 48. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCHORES FOR CHILD DEVELOPMENT 12: USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN 160A

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	4610	1536.67	2.47	3	6440	2146.67	3.54
Enrollment in 160A	1	640	640.00	1.03	1	690	590.00	0.97
Interaction	3	96420	32140.00	51.66	3	92400	30800.00	50.75
Error	838	521390	622.18		837	507950	606.87	

Table 49. ANALYSIS OF VARIANCE AND COVARIANCE OF TEST SCORES FOR CLOTHING 7: USE OF RESOURCE UNITS IN RELATION TO QUALITY OF OBJECTIVES

Source of Variation	df	S.S.	Mean Square	F	df'	Adjusted S.S.	Adjusted M.S.	F
Use of Resource Units	3	8600	2866.67	6.34	3	8520	2840.00	6.33
Enrollment in 160A	2	25870	12935.00	28.61	2	25920	12960.00	28.90
Interaction	6	22270	3711.67	8.21	6	23070	3845.00	8.57
Error	1036	468460	452.18		1035	464120	448.43	

Patterns of Use of Resource Units

The data in this section provides information concerning the pattern of the use made of the resource units and the dependent variables: (a) type of program, (b) service as a supervising teacher, (c) enrollment in Curriculum 160A, and (d) quality of objectives.

The data obtained in the study was classified similtaneously in several ways to obtain any pattern of differences among the variables. The interaction analysis was obtained as an estimate of the within group variance to use in a test for differences among the means which could not be accounted for by shifts in the row or column means. This section presents data relative to the main effects plus interaction. The data used is presented in Tables 23-49 and incorporates the values of F for both analysis of variance and covariance for the interaction effect.

Type of program. The values of F for the interaction effect for Clothing 7 and 4.01 and 3.77; thus the hypothesis of a different pattern of unit test means can only be accepted with reservation as the covariance F value is slightly below the five percent level of significance of 3.84. However, the values of F are 7.57 and 8.44 for Child Development 7; therefore, the hypothesis that there is a different pattern of resource unit test means relative to the use made of the resource units by teachers in different types of programs can be accepted.

Table 25 shows significant interaction effect values of F as 16.58 and 30.96.

The hypothesis can be accepted for both Clothing 9 (values of F: 5.04 and 6.17) and Child Development 9 (5.55 and 6.49) were significant at the one percent level.

The values of F for Clothing 10 of 6.58 and 5.87 and Advanced Clothing of 16.16 and 10.89 were also significant at the one percent level.

However, differences are obtained for Clothing 12 (0.58 and 0,58) and Child Development 12 (15.99, 16,85). Thus the hypothesis in relation to the first instrument must be rejected and the latter accepted.

Supervising teachers. The F values obtained for Clothing 7 of 13.66 and 13.04 and for Child Development 7 of 10.15 and 10.76 support the hypothesis that there is a different pattern in the use of the resource units by those who are supervising teachers and the teachers who are not.

Table 34 shows the values of F for the interaction effect as 2.96 and 6.24 for Clothing 8. These provide for acceptance of the hypothesis at the five percent level of significance.

Differences were obtained in the values of F for Clothing 9 (3.25 and 2.95) and Child Development 9 (25.03 and 25.52). The hypothesis relating to the child development test instrument can be accepted as the values were significant at the one percent level. However, the reverse was obtained for Clothing 9 as the analysis of variance interaction value of F was significant at the five percent level, and the covariance value was not significant.

Both the interaction values for Clothing 10 (13.50 and 16.01) and Advanced Clothing (4.82 and 6.05) were significant at the one percent level.

Significant values of F for the interaction effect for Clothing 12 (28.74, 28.71) and Child Development 12 (15.48, 17.06) were obtained.

Enrollment in Curriculum 160A. The hypothesis that the patterns vary in the use of the resource units by those who completed the requirements for Curriculum 160A and those who had not enrolled in the course is supported by the values of F obtained for grade 7. For the clothing instrument they were 20.30 and 21.41; while for Child Development, F values of 18.69 and 17.63 were obtained.

The interaction values of F for Clothing 8 (0.60, 2.78) do not support the hypothesis.

The reverse in the significance of the interaction values of F for this variable were found for Clothing 9 (16.47 and 19.29) and Child Development 9 (1.06 and 0.57). Thus the hypothesis can be accepted for the first and rejected for the latter.

Interaction values of F of 1.69 and 2.28 were obtained for Clothing 10; therefore, the hypothesis must be rejected.

Significant interaction values of F were obtained for both Clothing 12 (77.1, 78.39) and Child Development 12 (51.66, 50.75).

Quality of Objectives. The values of F relative to the interaction effect for Clothing 7 were found to be 8.21 and 8.57. Thus the hypothesis that the pattern of use made of the resource units varies with the quality of objectives used by these classroom teachers can be accepted.

The statistical computations were not completed for the remainder of the test instruments because of a tape parity error.

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study has provided research data relative to the problem of developing and appraising curriculum materials in the areas of clothing and child development at the secondary level. One of the major purposes of the three year curriculum project of which this study was a part was the development of curriculum materials that would promote critical thinking in the classroom. The resource units were, therefore, developed to provide depth in the concepts thought to be appropriate for the various areas of home economics and for the grade levels at which they are taught.

This was a tremendous task of compiling and analyzing all of the data from nine test instruments and over 6000 students in a three month period. With other committments having priority not all aspects of the study were analyzed to the degree desired. A minimum of three additional months would probably be required to correct computer tape parity errors, to analyze other data obtained, and then to revise the test instruments.

Summary of Findings and Conclusions

The principal method of analysis was to treat the use teachers made of the resource units and the IQ or MSAT (Minnesota Scholastic Aptitude Test) scores of their participating students as independent variables; the test scores of the students, the type of program, the quality of objectives of the teachers, service as a supervising teacher, and enrollment in Curriculum 160A were treated as dependent variables. To test whether there were differences among these variables, the data were subjected to analysis of variance, covariance, and product moment correlation tests. The items in the test instruments were further analyzed for their difficulty and discriminating power.

Hypothesis 1. The analysis of the data for the first hypothesis that there is a relationship between test score earned and IQ or MSAT score revealed a positive correlation for all test instruments which were significant at the one percent level. Therefore, this hypothesis can be accepted.

Hypothesis 2. Further analysis of the data also revealed that the test instruments which were administered discriminated between the upper and lower ability students as well as having a good range of difficulty. This data is summarized in Table 50.

Table 50. SUMMARY OF ITEM ANALYSIS FINDINGS

Type of Test Instrument	Percentage Distribution of Test Items		
	Good	Satisfactory	Poor
Clothing 7	48	35	17
Clothing 8	50	35	15
Clothing 9	56	36	8
Clothing 10	46	45	9
Advanced Clothing	56	29	15
Clothing 12	37	37	26
Child Development 7	46	23	31
Child Development 9	46	37	17
Child Development 12	39	35	26

Thus the second hypothesis that the test items will indicate discrimination among upper and lower ability students can also be accepted.

Hypothesis 3. To test the third hypothesis that there are differences among the mean test scores earned by students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as supervising teachers, (c) either completed or did not complete the Curriculum 160A course, (d) developed or did not use quality objectives, and (e) made varying use of the resource units both analysis of variance and covariance were used.

The findings were found to vary with the type of test instrument and variable being analyzed. The summary for each in relation to the value of F obtained and whether the hypothesis can be accepted or rejected is presented in Tables 15-53.

Table 51. SUMMARY OF THE USE OF RESOURCE UNITS IN RELATION TO TYPE OF PROGRAM

Type of Test Instrument	Value of F		Hypothesis
	Analysis of Variance	Covariance	
Clothing 7	30.60	34.84	Accept at .01
Clothing 8	2.73	1.71	Accept AV at .05 Reject covariance
Clothing 9	66.38	78.72	Accept at .01
Clothing 10	2.03	0.19	Reject
Advanced Clothing	47.07	37.40	Accept at .01
Clothing 12	47.52	47.91	Accept at .01
Child Development 7	4.43	2.91	Accept AV at .01 Reject covariance
Child Development 9	17.05	13.59	Accept at .01
Child Development 12	3.23	4.02	Accept at .05

The test instruments for Clothing 8 and Clothing 10 which resulted in a rejection of the hypothesis that there are differences among the mean test scores earned by students whose teachers taught in different types of programs were based upon resource units which contained the least amount of change. These two were basically concerned with construction techniques and principles. The other resource units for clothing were more concerned with concepts relative to the socio-psychological and aesthetic aspects of clothing along with consumer education and resulted in significant differences in mean test scores.

In comparing the block plans of teachers for the child development units and the mean test scores of their students, it was found that those who had incorporated a play school generally had higher test scores from their students. In addition, those who covered more than baby sitting procedures in grade 7 had higher mean test scores for their students.

Table 52. SUMMARY OF THE USE OF RESOURCE UNITS IN RELATION TO SERVICE AS A SUPERVISING TEACHER

Type of Test Instrument	Value of F		Hypothesis
	Analysis of Variance	Covariance	
Clothing 7	0.16	0.18	Reject
Clothing 8	7.61	8.96	Accept at .01
Clothing 9	13.81	14.05	Accept at .01
Clothing 10	0.11	2.80	Reject
Advanced Clothing	34.68	12.97	Accept at .01
Clothing 12	0.04	0.05	Reject

The hypothesis that there are differences among the mean test scores earned by students whose teachers either served or did not serve as supervising teachers can be accepted only with reservations as shown in Table 52. Further analysis is required since in examining the raw data there appears to be differences in the use of the resource units in relation to the institution for which they serve as supervising teachers as well as how actively these teachers participated in the development of the resource units.

No conclusions can be drawn relative to the effect of enrollment in Curriculum 160A because of several factors. A tape parity error occured for the analysis of several test instruments, and the category relative to the use made of the resource units had changed as indicated by a number of the participating teachers. Table 53 shows that the greatest differences in the values of F occured for Clothing 8 where the principles involved in the construction techniques utilized were stressed rather than the process.

Table 53. SUMMARY OF THE USE OF RESOURCE UNITS IN RELATION TO ENROLLMENT IN CURRICULUM 160A

Type of Test Instrument	Value of F Analysis of Variance	Covariance	Hypothesis
Clothing 7	1.94	3.43	Reject
Clothing 8	12.46	18.88	Accept at .01
Clothing 9	0.32	0.61	Reject
Clothing 12	9.75	9.64	Accept at .01
Child Development 7	1.52	0.41	Reject
Child Development 9	3.05	2.05	Accept AV at .05 Reject Covariance
Child Development 12	1.03	0.97	Reject

The hypothesis that there are differences among the mean test scores earned by students whose teachers developed or did not use quality objectives has only the data from Clothing 7 to support it. The F value obtained for the analysis of variance was 28.61 and for covariance 28.90 thus providing for the acceptance of the hypothesis in relation to this test instrument. Further analysis is required for the remaining eight instruments because of a tape parity error.

Table 54 presents the data relative to the hypothesis that there are differences among the mean test scores earned by those students whose teachers made varying use of the resource units. The values of F were significant for all variables and test instruments except Clothing 9 for the variable of service as a supervising teacher and Clothing 8 and Child Development 12 for enrollment in Curriculum 160A. Further analysis might provide information relative to these variances. However, the students of those teachers who indicated they found the resource materials very helpful generally had higher mean test scores.

Table 54. SUMMARY OF THE VALUES OF F IN RELATION TO USE OF RESOURCE UNITS

Type of Test Instrument	Type of Program	Service as Supv. Teacher	Enrollment in 160A	Quality of Objectives
	Values of F for Analysis of Variance and Covariance			
Clothing 7	20.24, 20.63	12.82, 13.06	12.24, 13.35	6.34, 6.33
Clothing 8	2.91, 6.18	4.77, 4.82	2.90 5.43	
Clothing 9	10.33, 14.86	1.78, 2.51	3.86, 5.43	
Clothing 10	18.13, 25.09	26.43, 34.79	16.74 24.10	
Adv. Clothing	22.49, 18.64	12.33, 13.11	Tape error	
Clothing 12	19.15, 19.07	20.64, 20.40	21.63, 20.83	
Child Dev. 7	26.82, 27.32	16.07, 15.34	9.60, 8.93	
Child Dev. 9	100.80, 106.85	64.07, 62.27	108.20, 113.30	
Child Dev. 12	6.09, 5.98	10.70, 7.22	2.47, 3.54	

Hypothesis 4. In summarizing the data for the fourth hypothesis that there is a different pattern of resource unit test means of those students whose teachers (a) taught in a total or in a differentiated program, (b) served or did not serve as a supervising teacher, (c) either completed or did not complete the Curriculum 160A course, and (d) developed or did not use quality objectives, differences were again found.

The data for each test instrument and variable being analyzed in relation to acceptance or rejection of the hypothesis are summarized in Table 55.

Table 55. SUMMARY OF THE VALUES OF F FOR INTERACTION EFFECT OBTAINED IN RELATION TO VARIABLES

Type of Test Instrument	Type of Program	Service as Supv. Teacher	Enrollment in 160A	Quality of Objectives
	Values of F for Analysis of Variance and Covariance			
Clothing 7	4.09; 3.77	13.66; 13.04	20.30; 21.41	8.21, 8.57
Clothing 8	16.58; 30.96	2.96; 6.24	0.60; 2.78	
Clothing 9	5.05; 6.17	3.25; 2.95	16.47; 19.29	
Clothing 10	6.58; 5.87	13.50; 16.01	1.69, 2.28	
Adv. Clothing	16.16; 10.89	4.82; 6.05	Tape error	
Clothing 12	0.58, 0.58	28.74, 28.71	77.10, 78.39	
Child Dev. 7	7.57; 8.44	10.15; 10.76	18.69; 17.63	
Child Dev. 9	5.55; 6.49	25.03; 27.52	1.06; 0.57	
Child Dev. 12	15.99, 16.85	15.48, 17.06	51.66, 50.75	

Greater values of F were obtained from the mean test scores in relation to the resource units which incorporated the most suggestions for change in concept development from what was previously suggested for teaching.

If time permitted, tests could have been run on columns within rows to test for simple effect, to compare column means within each row or to make comparisons and contrasts, and to make separate recommendations about columns within rows instead of overall recommendations. This would be important as the presence or absence of interaction effects can have a very important bearing on how one interprets and uses the results of an experiment. When interaction effects exist, varying differences exist between the means of the populations representing different column treatments, depending upon the particular row treatment that is applied. Thus when interaction effects exist, the best estimate one can make of a difference attributable to one factor depends on the particular level of the other factors.

On this basis the hypothesis that there are varying patterns of use can be accepted but as to which variable has greater effect or whether there is a combination of variables has not been determined.

Conclusions. On the basis of the data presented, the following conclusions are drawn subject to the limitations of this study.

1. The resource units developed by the classroom teachers at special workshops provide a wide variety of suggestions for interesting and challenging student experiences.

2. The use made of the resource units was a significant factor in the mean test scores obtained.

3. Many teachers adapted these units to fit the needs of their students, suggested additional concepts, and were creative in their use especially in the child development area. However, some are still using the same techniques and content that were common twenty or more years ago. The teachers from the total program group were found to utilize the suggestions to a greater degree as well as having a more varied program incorporating depth than those from the differentiated program.

4. No conclusions were reached relative to the effect of enrollment in Curriculum 160A and quality of objectives as the analysis of the data was incomplete. In addition a number of teachers indicated they made greater use after the in-service meetings as well as course completion. Therefore, their category as to use made would no longer be accurate.

5. The findings generally support the conclusion that those who were supervising teachers made more effective use of the resource units than those who were not. However, it would be interesting to ascertain if there were differences among the institutions.

6. The instruments developed for this study with minor revisions could be used quite effectively by classroom teachers as many students not only commented that they were interesting and challenging, but the tests were also found to have good range of difficulty and discrimination indexes. In addition the correlation between IQ or MSAT scores and mean test scores was significant at the one percent level.

7. Provision for individual differences relative to needs of the students enrolled requires emphasis as a number of classes contain individuals of very low ability.

Implications and Recommendations

The conclusions from this study suggest a few problems for further exploration.

1. The investigation of the utilization of the resource units and administration of the test instruments suggests that teachers need further help in the development of critical thinking with their students and the development and organization of classroom tests in their undergraduate program as well as through in-service conferences.

2. A further study of the placement of the very low ability students to better meet their needs would be highly desirable.

3. This study also suggests that it would be helpful to classroom teachers to have illustrative test items involving critical thinking developed for the other resource units.

4. The investigator further recommends the need for concentrated effort on the analysis of teacher competences and screening of potential classroom teachers with ability to develop critical thinking with their students.

5. Further analysis of the data collected might give a more complete picture. For example, a comparison of the correlation of student unit ranks and IQ with the correlations obtained for test scores and IQ, further analysis of the interaction effects, and analysis of the data where computer tape parity errors were obtained. This leads to a recommendation for further study as to what particular combination of variables produced the results of more critical thinking being developed in the classroom.

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APPENDIX

A. Survey Instruments

B. Review Committee

C. List of participating teachers and schools

D. Unit Tests

E. Score cards for rating objectives and block plans

State of Minnesota
Department of Education
Vocational Education Section
Home Economics Unit

May, 1965

Dear Home Economics Teacher:

We are at the stage of evaluating the progress of our curriculum project and would like your frank reactions on the survey on the back of this page. Your replies will help in the development of the next resource materials.

The following key explains the scale to be used in answering some of the questions.

Not at all:	Did not utilize resource units in developing plans for teaching.
To some extent:	Used only a few suggestions from the resource units.
Helpful:	Used at least one suggestion from each curriculum element including the objectives, content, experiences, evaluation, and bibliography.
Very helpful:	Selected a number of objectives, content statements, experiences, etc. for organizing into the plan for teaching.
Extensive help:	Followed but did not limit to the resource unit and utilized the objectives and content suggested, selected experiences from the different levels of cognition, developed some of the suggested evaluation ideas, and obtained additional classroom resources as suggested in the bibliography.

Sincerely,

Fern Horn, Professor
Home Economics Education

Lyla M. Mallough
State Supervisor
Home Economics Education

Directions: Please return to Lyla M. Mallough, State Supervisor, Home Economics Education, Fourth Floor, Centennial Building, St. Paul, Minn. 55101 by May 1.

Name________________________________

School______________________________

SURVEY OF THE USE MADE OF THE CLOTHING AND TEXTILES AND/OR THE CHILD DEVELOPMENT RESOURCE UNITS

1. What grade levels do you teach? 7 8 9 10 11 12

2. What areas of home economics did you teach this past year?
______clothing and textiles _____child development _____housing, home furnishings
______foods and nutrition _____family relations _____management
___________________________Other (name)

3. If you taught a unit in child development, did you have a play school?__yes__no
    a. If yes, for how many days per week? 1 2 3 4 5
    b. How many weeks? 1 2 3 4

	Not at All	To Some Extent	Helpful	Very Helpful	Extensive Help
4. Of what help was the scope and sequence of the resource units?					
5. To what extent did you utilize the objectives that were developed?					
6. To what extent did you utilize the content statements in developing further supporting statements in class?					
7. Of what help were the broad generalizations in guiding your students to understand the major concepts?					
8. How helpful were the experiences in bringing about understandings at the different levels?					
9. Did the ideas for evaluation give you additional suggestions for determining student progress?					
10. Did you find additional resources for your classes in the bibliography?					
11. How helpful were the other suggestions in the appendix?					

12. Other comments:

TO: Home Economics Teachers DATE: August, 1965

FROM: Dr. Fern Horn, Professor of Home Economics, University of Minnesota
Lyla M. Mallough, State Supervisor, Home Economics Education

SUBJECT: Curriculum Project --Testing

Many teachers this past year utilized the resource units in the clothing and textiles and child development areas. We appreciate their comments and replies on the rating scale. We are now ready to undertake the testing phase of our home economics curriculum project. You have been selected as one of a limited number of Minnesota teachers to participate in this phase of the study.

Even though you may have made little or no use of the resource units, we would appreciate the opportunity to obtain information from one or more of your classes. In most instances we are asking for one section in order to have a greater representation of schools. You are welcome, however, to duplicate any of the materials to use with other sections of the class. It is also possible that not all of the grade levels you teach were selected in the random sampling process.

Test items have been constructed which may serve as a unit test for the grade levels for which the resource units were developed. However, our purpose is to check the placement of the concepts; therefore, even if the concept was not covered, the student needs to attempt to answer the question. We are not concerned with a "grade"but will be doing an item analysis as well as other statistical treatments utilizing the total score obtained, the rank for the unit, and the student's MSAT or IQ score. Instructions for the tests will be included with the packet of materials.

Will you please discuss the possibility of participating with your administrator in order that he may raise any questions about the curriculum project as well as give his approval to participate in the testing phase? Will you then return the tear sheet below immediately after classes have begun to: Dr. Fern Horn, 123 McNeal Hall, University of Minnesota, St. Paul, Minnesota 55101. The test materials will be distributed (whenever feasible) during the October in-service meetings.

Curriculum Project -- Testing

________Able to participate
________Unable to participate

	No. Students per section	No. Sections	Approximate date completing unit in Clothing and Textiles	Approximate date completing unit in Child Development
Grade 7				
8				
9				
10				
11				
12				

Attending October Meeting at ______________________________

Name ______________________________

School ______________________________

APPENDIX B

REVIEW COMMITTEE

Home Economics Education

City Supervisors--
Martha Artist--Omaha, Nebraska
Agnes Larsen--St. Paul, Minnesota

State Supervisors--
Mary Frances Inman, California
Eva Scully--Arizona
Helen Scheve--Kansas
Mary Lois Williamson--Kentucky

Teacher Educators--
Hazel Anthony--University of Nebraska
Margaret Barkley--Arizona State University
Roxana Ford--University of Minnesota
Hellen Hollandsworth--Michigan State University
Leora Horning--University of Nebraska
Eleanor Johnston--South Dakota State University
Elizabeth Simpson--University of Illinois

U. S. Office of Education
Mary Lee Hurt

Others:
Lucille Rea--Simplicity Pattern Company
Ruthanna Russell--(formerly Houghton Mifflin Compan) Editor, Journal of Home Economics
Lorne Bluhm, Principal, Fergus Falls, Minnesota
Donald Clausen, Curriculum Supervisor, State Dep't. of Ed., Minnesota
Russell Hamm, Curriculum Director, Roseville, Minnesota
Donald Moline, Principal, Owatonna, Minnesota

Clothing and Textiles

Marguerite Barra--(formerly Stout State University) Eastern Kentucky State College
Suzanne Davison--University of Minnesota
Mary Gephart--Michigan State University
Marilyn Horn--University of Nevada
Mary Lou Rozencranz--University of Missouri
Jane Werden--Washington State University
Mary Wines--University of Delaware

Child Development

Marie Christenson--University of Minnesota
Elizabeth Peterson--University of Minnesota

Appendix C

List of Participating Schools and Teachers

School	Teacher
Aitkin	Jeannette Zilverberg (Mrs.)
Alberta	Leanne Skjervold (Mrs.)
Albert Lea	
Southwest Jr.	Margie Schock
Alexandria	
Jefferson Sr.	Carol Andersen (Mrs.)
Appleton	LaDonna Nelson (Mrs.)
	Muriel Hyden (Mrs.)
Argyle	Ferial Abraham
Aurora	LaVonne Reinartz
Bagley	Jean Hubbard (Mrs.)
Bemidji Sr.	Jeanne Bengtson
Benson Jr.	Marian Kapphahn (Mrs.)
	Josephine Wheeler (Mrs.)
Blackduck	Elsie Gerner (Mrs.)
Brainerd	
Franklin Jr.	Lorraine Hinds (Mrs.)
Buffalo	Evelyn Hansen (Mrs.)
	Rosalie Osowski
Burnsville	Muriel Brown (Mrs.)
Byron	Gale M. Wolff
Campbell	Kathleen Cooper (Mrs.)
Chatfield	Kathryn Burkholder
Cloquet Jr.	Judith M. Ringsmuth
Cokato	Marie Larson (Mrs.)
Coleraine All-District Jr.	Florence Soderberg
Columbia Jr.	Lou Ann Restad
Dilworth	Delores Sandbeck (Mrs.)
Duluth	
Denfeld Sr.	Vivian Georgesen
Lincoln Jr.	Marlene Roessel
Stowe Jr.	Janice Cleary (Mrs.)
Eagle Bend	Carol Lois Jenson
East Grand Forks Jr.	Elaine B. Turnwall
Elbow Lake	Joanne K. Sampson
Ely Jr.-Sr.	Regina Johnson
Fairfax	Mary Nestande (Mrs.)
Felton	Bonnie Davis (Mrs.)
Fergus Falls	
Washington Jr.	Lucille Mosher (Mrs.)
Gonvick	Carol Kleven (Mrs.)
Grand Rapids Jr.	Lorraine Mattson
Grand Rapids Sr.	Shirley Ringold (Mrs.)
Henderson	LaVera Roemhildt (Mrs.)
Hopkins Sr.	Carol Dunham (Mrs.)
Hutchinson	Carol Skoglund
Ivanhoe	Gail Kvernmo (Mrs.)
Jackson	Cecelia Handevidt (Mrs.)
Jeffers	Catherine Klabunde (Mrs.)
Kensington	Sharon Range (Mrs.)
Kiester	Lenora Marlowe
Lake City	Marian Garbisch (Mrs.)
	Elizabeth C. Reineke
LeSueur	Ardeth Doherty
Litchfield Sr.	Marion Sederstrom (Mrs.)
Little Falls Sr.	Charlotte Olseth
Mankato	
Lincoln Jr.	Margaret Nelsen (Mrs.)
Lincoln Sr.	Beulah Noel (Mrs.)
Marshall	Norma Oslund
Maynard	Dorothy Ockwig (Mrs.)
Milaca	Dorothy Soderlund (Mrs.)
Minneapolis	
Central Sr.	Mary Coyle (Mrs.)
Minnesota Lake	Wenonah Berkland (Mrs.)

Appendix C (continued)

List of Participating Schools and Teachers

School	Teacher
Minnetonka East Jr.	Kathlyn Helland (Mrs.)
Moorhead North Jr.	Helen Schueller (Mrs.)
Moorhead East Sr.	Mildred Anderson (Mrs.)
Mora	Phyllis Osmundson (Mrs.)
Mounds View	
Johanna Sr.	Ilene Simonson (Mrs.)
Northfield Jr.	Lily D. Carlson
Oklee	Joan Norquist (Mrs.)
Randolph	Katherine Rude (Mrs.)
Raymond	Bette Johnson (Mrs.)
Richfield Sr.	Marla Mueller (Mrs.)
	Rose Marie Mickelson
	Karen Hirte (Mrs.)
Robbinsdale	
Carl Sandburg Jr.	Audrey Grote
Robbinsdale Sr.	Clotile Pease
Rockford	Patricia Johansen (Mrs.)
Roseville	
Fairview Jr.	Margaret Glennon
	Mary M. Meyer
Kellogg Sr.	Delphine Hedtke
Russell	Beverly Evans (Mrs.)

School	Teacher
St. Peter	Dorothy Lofstrom (Mrs.)
Sauk Centre Jr.	Bula Reedy (Mrs.)
Sebeka	Theresa Rowan
South St. Paul Jr.	Janice Templin
Starbuck	Margaret J. Konesky
Stewart	Barbara V. Marti
Stillwater Sr.	Judith Adams
St. Paul	
Murray	Medora Brown (Mrs.)
Thief River Falls	
Franklin Jr.	Janice Breiland (Mrs.)
Tracy	LaVonne Dupraz
Verndale	Doris Waisanen (Mrs.)
Walker	Carol Groth (Mrs.)
Warren	Evelyn Altendorf (Mrs.)
Watertown	Marlys Lindert (Mrs.)
Waterville	Mabel Mende (Mrs.)
West Concord	Clinette L. Wolf
Williams	Carol Jeckell
Winnebago	Barbara Hiller (Mrs.)
Winona Sr.	Mildred J. Arndt

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Vocational Section
Home Economics Unit
September 1, 1965

To: Home Economics teachers participating in the testing phase of the curriculum project

Re: Explanation and instructions for giving tests in the Child Development and Clothing areas

The test items are based upon the concepts developed in the resource units as part of the Home Economics Curriculum Project in the Secondary Schools for the State of Minnesota. Please do not read the test items before you begin teaching the unit or as a basis for review as this will lower the validity of the test items. It is suggested, however, that you read through the test before giving it. The analysis of the items along with the suggestions of the consultants and classroom teachers will be used in revising the units.

Even though you may not have used the resource unit materials to any great extent in developing your unit, it is important to have the students attempt to answer all of the questions during a class period at the end of your unit. If you wish to give the test to more than the selected class section(s), your school secretary could perhaps provide you with more copies.

Each test has a different number of items. The majority of the tests which were given to a sample group of students took approximately one period. A summary of the number of items follows:

Grade 7-8	Child Development	75 items	
9		92 items	(This is divided into two parts with two periods suggested.)
12		94 items	(You may want to divide this, also.)
7	Clothing	74 items	
8		78 items	
9		52 items	
10		31 items	(You may wish to add a practical item.)

Advanced and 12 are not developed as yet.

The instructions on the tests should be sufficient for the students, but it is recommended that you go over them with your students before they begin writing. There will be approximately 2000 students writing each test.

You may use the test if you desire as your unit examination, but if you haven't covered all of the concepts included, you probably won't want to count those items in your final score for the students when grading. You may also want to develop a supplement for grading purposes.

Upon completion of each test, please send the test papers to Dr. Fern Horn, 123 McNeal Hall, University of Minnesota, St. Paul, Minnesota 55101 along with the following:

1. Student's class rank for the unit
2. Student's MSAT or IQ scores
3. A copy of your unit objectives and block plan
4. One test copy with items checked that your students did not study as part of your unit.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Vocational Education
Home Economics Unit
Code XI-B-138(b)

CLOTHING TEST FOR SEVENTH GRADE

Total Points ________
Number missed ________
Score ________

Name ________________________________
School ________________________________
Date ________________________________

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the questions.

Mary needed new clothes for school. She wanted to select a costume that would be fashionable and in style.

1. Which of the following would you suggest she choose?
___ A. A taffeta dress with a full skirt.
[✓ B. A pleated wool skirt and sweater.]
___ C. A pair of blue jeans and a shirt.
___ D. A velvet skirt and ruffled nylon blouse.
___ E. A sheath style linen dress.

2. What is the most important factor involved in her decision?
[✓ A. Simple, informal, functional clothes may give a more secure feeling.]
___ B. The occasion influences the type of fabric selected.
___ C. Customs vary among schools and may lead to fads.
___ D. One's age as well as personality affect the choice.
___ E. All of the above.

3. Check the principle which best explains the reason for your decision.
___ A. Fashion affects customs in dress.
___ B. Each group expresses differences in dress.
___ C. Various fabrics determine the type of garment to be constructed.
[✓ D. An important part of being well-dressed is knowing what is suitable for different occasions.]
___ E. We express our personality through our choice of clothing.

Listed below are common terms referring to color. Match the terms in Column II which go with the phrases in Column I.

	Column I	Column II
C	4. Black added to a color	A. Hue
D	5. White added to a color	B. Intensity
A	6. Family name for a color	C. Shade
B	7. Brightness or darkness of a color	D. Tint
E	8. Lightness or darkness of a color	E. Value

9. In order to select colors that are becoming, you would choose colors that
___ A. other people are wearing.
___ B. you like.
[✓ C. accent your best features.]
___ D. will make you appear larger
___ E. are the latest in fashion.

(over)

10. Louise has blond hair, blue eyes, and an olive complexion; she could wear a
___ A. brown skirt and yellow sweater.
___ B. bright red skirt and sweater.
___ C. dark green skirt and bright green sweater.
_X_ D. light blue sweater and gray skirt.
___ E. white sweater and black skirt.

Mrs. Jones has a rose colored sweater that she purchased for one of her daughters. Mary is fair, has blond hair, and blue eyes, while Jane has peach colored skin, brown hair, and brown eyes.

11. The sweater would be a better gift for which girl?
___ A. Mary
_X_ B. Jane

12. Check the reason that best explains your choice.
___ A. Jane's coloring is the warm type while Mary is the cool type.
___ B. Rose blends better with blond hair than brown.
___ C. Warm colors are usually becoming to people with cool coloring.
___ D. Mary needs to wear bright colors that will bring out the color of her complexion.
_X_ E. Warm colors are usually becoming to people with warm coloring.

13. Susan has a very gay, happy personality; she would prefer wearing
___ A. light shades.
_X_ B. bright colors.
___ C. dark colors.
___ D. dull colors.
___ E. neutral colors.

14. Check the reason that best explains your choice.
___ A. Susan has a colorful personality.
_X_ B. An emotion may be communicated through the color of one's clothes.
___ C. Color can create interesting illusions.
___ D. Sensitivity to color is reflected through one's choice of clothes.
___ E. An understanding of color properties aids in selecting clothes.

Susan was quite thin and wanted to select a dress that would not emphasize this feature. She found similar styles of dresses in different fabrics.

15. Check the fabric which would be Least suitable for Susan using texture as the basis for your choice.
___ A. Corduroy
___ B. Taffeta
_X_ C. Jersey
___ D. Wool flannel
___ E. Cotton broadcloth

16. Check the reason why this choice of fabric would be poor.
___ A. Bulky fabrics build out the figure.
___ B. Crisp fabrics will make her look heavier.
___ C. Flannel will stay close to her body and emphasize her thinness.
_X_ D. Soft, clinging fabrics reveal the figure.
___ E. Cotton broadcloth will emphasize her figure.

Colors and textures can help to make one appear larger or smaller. Indicate what effect each of the items listed below will have by placing the letter of the effect in the blank beside the item.

A. Will tend to make a person appear larger.
B. Will tend to make a person appear smaller.
C. Will have little or no effect on the appearance, as far as size is concerned.

Colors and Textures

_A_ 17. Fabrics of bright colors
_A_ 18. Fabrics of light colors
_A_ 19. Fabrics with a rough surface
_B_ 20. Fabrics of dull or greyed colors
_B_ 21. Fabrics of dark colors
_A_ 22. Fabrics with a shiny, smooth surface
_C_ 23. Fabrics with a dull, smooth surface

24. Check the reason which best explains these effects.
___ A. Colors do not affect size: only textures make one appear larger or smaller.
___ B. Smooth textures emphasize the size of a person.
___ C. Dull colors are not as noticeable as bright colors.
_X_ D. The texture and color of a fabric may enhance or detract from the wearer.
___ E. Color and texture affect us emotionally through perception and association.

Nancy who is in the seventh grade wanted a new outfit to wear to a school party. Her family found that after careful budgeting of their money for the month she could have $20.00. Nancy bought the dress she wanted for $19.95. However, it did not fit into her wardrobe so she lacked accessories to wear with her new dress.
25. What could Nancy have done to avoid this problem?
___ A. Shopped around for a new dress that cost less.
___ B. Purchased material and helped her mother make the dress.
___ C. Shopped with her mother.
_X_ D. Planned what was needed before she went shopping.
___ E. Checked with her friends to see what they were wearing.

26. Check the reason that best explains your answer.
___ A. That is too much to spend for a dress worn only a few times.
___ B. Ready-made clothes often cost more than those made at home.
___ C. She is too young to buy clothes which are that expensive without her mother.
___ D. One may often find better buys if one looks in several stores.
_X_ E. Planning carefully as to what is needed often prevents unhappy situations.

Ruth was arguing with her parents as she wanted a new skirt and sweater like the one her best briend owned. Her father told her that her share of the family budget had been spent and his income didn't permit any further purchases.
27. Which of the following statements best expresses what is involved in this family situation?
___ A. Clothing needs and wants are met by family economic resources.
___ B. The use of family economic resources affect family relationships.
___ C. Decisions made in regard to clothing will be influenced by the interaction of family members.
___ D. None of these.
_X_ E. All of the above statements.

Mrs. Jones wanted Sally (age 13) to realize the importance of taking care of her own clothing. Therefore, she was trying to help her establish a daily routine.

28. Check the statement which best explains Mrs. Jones' reason for establishing such a routine.

___ A. Frequent washing is necessary for garments worn next to the body.
___ B. A well organized clothes closet simplifies clothing care.
X C. The better care you give your clothes, the better they will serve you.
___ D. Clothes that are not washable need to be thoroughly brushed and aired.
___ E. Care between seasons protects the life of a garment.

In order to help Sally establish the habit of routine care of clothing, Mrs. Jones realized they would need to check the type of storage available.

29. Which of the following would be most important?

X A. A well ventilated closet with rod and shelves.
___ B. Protective covers for garments worn occasionally.
___ C. Boxes to store hats and dress shoes.
___ D. Special containers for hose and gloves.
___ E. A dressing table with a large mirror.

Mrs. Jones knew that good care of clothing would also help reduce the family clothing budget. One factor that she stressed very strongly with Sally was to have her clothes clean before storing them

30. How would this factor help prolong the life of a garment?

___ A. Mildew is not likely to occur in clothing that is clean and thoroughly dry.
___ B. Moths are less likely to lay their eggs in a clean garment.
___ C. Shoes that are aired and cleaned regain their shape if given an opportunity to "rest".
___ D. Brushing a garment removes soil and restores its springiness.
X E. All of the above.

Match the fabric listed below in Column I with the sources of its fiber from Column II.

Column I

C 31. Cotton
A 32. Silk
C 33. Acrilan
B 34. Linen
C 35. Dacron
C 36. Nylon
A 37. Wool
C 38. Arnel
C 39. Orlon

Column II

A. Animal fiber
B. Plant fiber
C. Synthetic fiber

The fibers our clothes are made of have different qualities, depending upon their origin. In Column II below are three main groups of fibers. In Column I is a list of qualities important in the care of our garments. Place in the blank the letter of the fiber which is high in the quality described before any finish or other treatment has been given to it.

Column I

C 40. Dries quickly
B 41. Wrinkles easily
A 42. Elastic (wrinkles hang out)
A 43. Absorbent
B 44. Washable in a machine
C 45. Melts at high ironing temperatures

Column II

A. Animal fiber
B. Plant fiber
C. Synthetic fiber

As Sally studied the characteristics of the various fibers she realized there was a relationship between the fiber and the care she would need to give her garments.

46. Check the best conclusion she might draw relative to the care needed.

___ A. Fibers have varying characteristics.
_X_ B. The care given to a garment will be influenced by the characteristics of the fiber from which it is made.
___ C. The garment label will be the best source for the care needed.
___ D. The sales clerk will be the best source of information relative to care needed.
___ E. The same type of care will be given to garments from the same class of fibers.

Jane bought a crisp cotton fabric for a skirt. After wearing it and then washing it once, she found that her skirt was limp.

47. The most probable reason that this happened was that

___ A. the manufacturer used a finish of inferior quality.
_X_ B. the sizing which made the fabric crisp was removed by washing.
___ C. Jane forgot to starch the skirt.
___ D. the fabric was not sanforized and as a result lost its crispness.
___ E. the resin finish on the fabric was removed by washing.

Ruth has decided to buy a blouse made of cotton. Given below is the label that is attached to the blouse.

Guaranteed Washable
Color Fast
Shrinkage Controlled
Crease Resistant
Fade Proof

Check the statements which describe what Ruth can expect of this blouse.

_0_ 48. Will not shrink.
_x_ 49. Color will not bleed when washed.
_0_ 50. No ironing is necessary after washing.
_X_ 51. Will shrink less than 2 per cent.
_X_ 52. Light will not cause color to fade.
_X_ 53. Is machine washable.
_X_ 54. Will resist wrinkles during wear.

55. Check the statement which would best justify your answers in the above problem.

___ A. Finishes are often applied in the manufacture of a fabric.
_X_ B. A knowledge of the finishes applied will enable one to select the type of care required.
___ C. Some labels will give more information than others.
___ D. Some finishes require more attention than others.
___ E. The label did not give adequate information relative to care required.

(over)

Susan had studied various procedures that could be used at home for removing common stains. Since most of the stains were found on cotton garments, she tried a number of experiments. Match the stain from Column II with the procedure Susan would use to remove the stain in Column I.

Column I	Column II
A 56. Soak in cold water, wash in lukewarm suds, rinse well.	A. Blood
G 57. Apply ice cubes, scrape with dull knife.	B. Candle wax
E 58. Soak in cold water, stretch stain, pour boiling water on it.	C. Chocolate milk
C 59. Wash in hot soapy water.	D. Deep scorch
D 60. Cannot be removed.	E. Fruit stains
F 61. Use cleaning fluid.	F. Grease
B 62. Scrape excess, press stain with warm iron between blotters.	G. Gum
H 63. Loosen stain with vaseline, launder.	H. Lipstick
J 64. Lightly sponge with polish remover.	I. Paint
I 65. Rub lightly with cloth dipped in turpentine.	J. Nail Polish

66. Check the statement which best summarizes what Susan may have learned from her experiments.
___ A. The fiber content determines the stain removal agent.
___ B. There are three main groups of stain removers.
___ C. Stains may be successfully removed at home.
_X_ D. The selection of the stain remover and the method used will affect the successful removal of the stain.
___ E. One needs to use a number of different procedures in order to remove a stain effectively.

67. A red cotton broadcloth dress was labeled "Hand-wash separately". This recommendation was probably made
___ A. to reduce the likelihood of picking up lint.
___ B. to lesson the danger of shrinkage.
_X_ C. because the dress may bleed onto other clothes.
___ D. because the dress material is fragile and needs special care.
___ E. All of the above.

68. Susan wanted to wash her new lace trimmed nylon slip. Which of the following would you suggest she use?
_X_ A. Warm water with a detergent or soap.
___ B. Cold water with bleach.
___ C. Hot water with a detergent or soap.
___ D. Cold water with a detergent.
___ E. Warm water with a fabric softener.

69. Check the reason that best explains your choice.
___ A. Prompt washing results in longer life for the garment.
___ B. Washing procedures will vary with the supplies and facilities available.
___ C. Delicate items cannot be washed with the same procedures as sturdy ones.
___ D. A hot temperature will affect the nylon fabric.
_X_ E. The method used in washing depends upon the article, its fiber, and the construction.

70. Susan wanted to wash a wool sweater. You would advise her to
___ A. wash it by hand with rubbing motions.
X B. wash it by hand with squeezing motions.
___ C. wash it by regular machine methods.
___ D. let it soak in hot water.
___ E. use any of these methods.

71. The best wa~~sh~~y for Susan to remove the excess water from the sweater is to
___ A. wring it dry.
___ B. twist it dry.
X C. roll it in a turkish towel.
___ D. hang it up and allow to drip.
___ E. put it in an automatic dryer.

72. Check the reason that best explains your recommendations.
___ A. Woolen garments have some very unusual characteristics.
X B. The greatest cause of woolen shrinkage is agitation in the presence of moisture and heat.
___ C. Wet wool is sensitive to quick changes of temperature.
___ D. Since wool sheds soil easily, minimum washing time is recommended.
___ E. Prolonged agitation may cause "pilling".

73. Susan was helping her mother with the family ironing. Which of the following procedures would you recommend her to use?
___ A. Sprinkle the clothes with lukewarm water.
___ B. Iron dark cottons on the wrong side.
___ C. Iron with the weave of the fabric.
___ D. Take silk and synthetic garments directly from the line when just right for ironing.
X E. All of the above.

74. Susan's teacher had a bulletin board caption which read "A stitch in time saves nine". Check the statement which best explains the meaning of this saying.

___ A. Clothing repair requires a daily check of garments worn.
___ B. Clothing repair contributes to the appearance of the garment.
___ C. Prompt clothing repair will keep the garment ready for use.
X D. Clothes will last longer and look better if mended when needed.
___ E. An assigned place to put garments that need repair saves time.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Division of Instruction
Vocational Education Section
Home Economics Unit
Code XI-B-138(b)

Total Points 78
Number Missed ____
Score ____

Name ____
School ____
Date ____

CLOTHING TEST FOR GRADE EIGHT

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the question.

The girls in Jill's homemaking class were analyzing figure types in relation to structural lines. Since Jill was short and stocky she was most concerned with the lines for her.

1. Which of the following skirts would be a good choice?
___ A. A slender straight skirt.
___ B. An all-around knife pleated skirt.
___ C. A gathered skirt.
[✓ D. A gored skirt with four medium-sized gores.]
___ E. A circular skirt.

2. Check the reason which best explains your choice.
___ A. The slender skirt would emphasize her hips.
___ B. The circular skirt will make her appear shorter.
___ C. The gathered skirt makes the figure appear more full at the waistline as well as the hips.
___ D. The pleated skirt may appear to give more height.
[✓ E. A gored skirt may give the appearance of balance to a figure.]

3. Check the statement which best explains the reason for your decision.
___ A. Every design is made up of lines, shapes, and spaces.
[✓ B. Structural lines of a garment affect the silhouette of the wearer.]
___ C. Lines help to create the mood of the garment.
___ D. Lines of the garment may either enlarge or reduce the size of the wearer.
___ E. Select lines which are most appealing to you.

Jill's friend Frances wanted to select a fabric that would be suitable for a full skirt and a tucked blouse.

4. Check the fabric which would be most suitable.
___ A. Corduroy
[✓ B. Cotton broadcloth]
___ C. Printed Cotton
___ D. Cotton seersucker
___ E. Denim

5. Check the reason that best explains your choice.
___ A. The vertical lines of the corduroy emphasize the lines of the tucks.
___ B. Bulky fabrics are best for full skirts as they will stand away from the body.
[✓ C. The fabric texture does not compete with the lines made by the tucks in the blouse.]
___ D. Printed fabrics are flattering for full skirts.
___ E. A heavier fabric will hold its shape better.

(over)

Jill wanted to select her most becoming color for the gored skirt and sleeveless blouse she was planning to make. She has light brown hair, blue eyes, a fair complexion, and is short and stocky.

6. Which of the following combinations would you suggest for her?
___ A. A dark blue skirt fabric with a light blue blouse.
✓ B. A medium blue fabric for both the skirt and blouse.
___ C. A printed fabric with one of the colors for the blouse.
___ D. A red fabric with a white blouse.
___ E. Crosswise stripes in the skirt with contrasting color for the blouse.

7. Check the statement which best identifies the factors to be considered.
___ A. The right colors can accent or tone down one's coloring.
___ B. Best colors can be emphasized by repeating the hue.
___ C. Best colors can be emphasized by wearing contrasting colors.
___ D. Colors and pattern line can make one's figure seem a different size and shape.
✓ E. The fabric, pattern, personality, and figure type will affect the choice of color in the fabric.

8. Check the reason which best explains your choice.
___ A. Colors do not affect size, only design makes a person look larger or smaller.
___ B. Dark colors do not attract attention.
___ C. All designs make a person seem larger.
___ D. Large designs often call attention to size.
✓ E. Medium hued colors will not compete with her size and coloring.

The class was studying some of the most common weaves used in fabrics. Identify the Weave of the following Fabrics by placing the letter of the correct weave in the blank at the left.

	FABRIC		WEAVE
B 9.	Percale	A.	Pile
A 10.	Corduroy	B.	Plain
A 11.	Terry cloth	C.	Satin
C 12.	Damask	D.	Twill
B 13.	Gingham		
D 14.	Denim		
A 15.	Velveteen		
B 16.	Broadcloth		
C 17.	Satin		
D 18.	Gabardine		

19. Check the statement which best identifies the effect of the weave upon the fabric.
✓ A. Fabric firmness and amount of raveling are determined by the closeness of the weave.
___ B. The floating threads in the satin weave make a firm fabric.
___ C. Matching of the pattern formed by the twill weave creates a sheen.
___ D. The yarn construction of the plain weave creates an interesting texture.
___ E. Different yarn thicknesses are used to produce a strong fabric.

20. Jill also learned that a fabric with a nap means that it
___ A. will not shrink.
___ B. has a smooth surface.
✓ C. has a fuzzy surface.
___ D. requires little or no ironing.
___ E. All of the above.

21. Margaret who is tall and thin needs to select the fabric for her gored skirt pattern which is full. What type of material design would you suggest for her?
___ A. A horizontal stripe
✓ B. A large flower print
___ C. A vertical pin stripe
___ D. A solid dark color
___ E. A small check

22. Check the statement which best explains your choice.
___ A. The vertical pinstripe would subtract from Margaret's height.
___ B. The horizontal stripe would subtract from her width.
✓ C. The large flower print would add to her width.
___ D. The solid dark color would add width to her figure.
___ E. The small check would subtract from her width.

Jill was going shopping for the tools she would be using in constructing a skirt. Her mother thought that it was important that Jill have her own small equipment. Check the following statements that would be of help to Jill in selecting these tools.
_X_ 23. Buy smooth, sharp-pointed skilk pins that will slide easily into the fabric.
_O_ 24. Buy large size needles as she is just beginning to sew.
_X_ 25. Buy a thimble of nickle or aluminum that is tight enough so it won't slip off her middle finger.
_X_ 26. Buy a tape measure that starts its numbers at both ends.
_X_ 27. Buy shears that can be sharpened again.

Before Jill could follow the steps in stitching her skirt, she realized it was necessary to know the parts of the sewing machine and their purpose. Select the part which fits each purpose and place its letter in the blank at the left. Each part can be used only once and some will not be used at all.

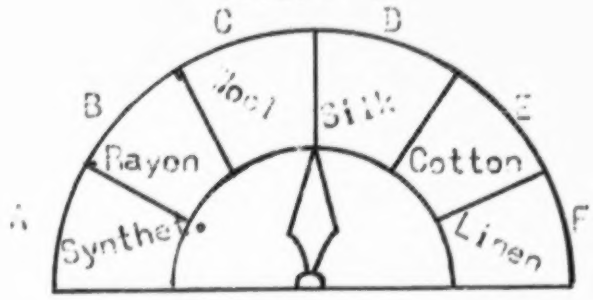
FUNCTION
_K_ 28. Controls delivery of thread from the spool.
_F_ 29. Hold fabric down against the feed dog .
_A_ 30. Opens to give access to shuttle or boobin case.
_I_ 31. Pulls up slack from the bobbin case and locks the stitch.
_E_ 32. Raises presser foot and releases tension.
_G_ 33. Spindle on which the spool of thread rests.
_C_ 34. Carries fabric under the presser foot.
_D_ 35. Vertical bar to which the presser foot is clamped.

A. Bed slide plate
B. Face plate
C. Feed dog
D. Presser bar
E. Presser bar lever
F. Presser foot
G. Spool pin
H. Thread guide
I. Thread take-up
J. Throat plate
K. Upper tension

The automatic iron Jill would be using to press her skirt has a temperature setting dial like the one pictured below. How would you set it to press the articles listed in Column I? Place the letter of the temperature setting in front of the appropriate article.

COLUMN I
_B_ 36. Acetate slip
_C_ 37. Wool tweed skirt
_E_ 38. Organdy dress
_F_ 39. Linen tablecloth
_A_ 40. Dacron and cotton blouse
_E_ 41. Cotton sailcloth skirt

COLUMN II



42. What general statement could Jill make concerning the temperature from the answers in the previous problem?
✓ A. The fabric of the garment determines temperature used in the pressing.
____ B. Cotton and linen need a high temperature.
____ C. Rayon and silk take moderate heat.
____ D. Synthetic fabrics need low heat.
____ E. Pressing is important at every step in garment construction.

Jill is getting ready to buy a pattern for the skirt she is to make in class, and Frances is going to take her measurement.

43. Check the statement which best describes the way you would recommend that Jill stand.
____ A. Very erect.
____ B. Abdomen flat.
____ C. Feet together.
✓ D. Her usual posture.
____ E. Arms straight at sides.

44. Check the statement which best describes how tightly Frances needs to hold the tape measure.
____ A. So it feels comfortable.
____ B. Loose enough to allow for shrinkage of the garment.
✓ C. Snug, but not tight.
____ D. Loose enough to allow for growth.
____ E. Tight, then add an inch to it.

45. Check the statement which best describes how Frances needs to take the hip measurement.
____ A. Wherever the fullest part of the hips comes.
____ B. Six inches below the waist.
✓ C. In the middle of the hips.
____ D. Seven inches below the waist.
____ E. Lower in back than in front.

Jill finds the same skirt design in the pattern books of two different companies. If she tries the same size in the same pattern type from the two companies, she may find they do not fit the same. Why not?

46. Check the reason which best explains why these patterns may not fit the same.
____ A. The two companies base their patterns on different sets of measurements.
✓ B. The amount of ease allowed may be different.
____ C. The seam allowance may be different.
____ D. The measurements of one company may not be as accurate as those of the other company.
____ E. Patterns are sized for various figures.

The following three questions have a list of five possible choices for completing the sentences. Choose the one answer which best completes the statement.

47. This symbol ⟷ indicates
✓ A. lengthwise grain.
____ B. crosswise grain.
____ C. direction to cut.
____ D. stitching line.
____ E. bias grainline.

48. Two diamond-shaped marks ◆◆ are notches used for
____ A. marking.
__✓__ B. matching.
____ C. stitching.
____ D. cutting.
____ E. placing pattern on the fold.

49. When a printed pattern says "Place on Fold", you would put the "Place on Fold" line on the
____ A. selvage.
____ B. fold and cut where the material is folded.
__✓__ C. fold and leave this edge together.
____ D. bias and cut on the edge of the pattern.
____ E. Any of these.

50. Jill needed to alter her skirt pattern. Check the time it would be best for her to make the alterations.
____ A. After the fabric has been cut.
____ B. After the garment has been basted together.
____ C. Before the pattern is fitted.
__✓__ D. Before the pattern is laid on the fabric.
____ E. Any of these would be satisfactory.

Since Jill has altered her skirt pattern by making horizontal tucks in the pattern, it is now the correct length.

51. What was Jill trying to accomplish when she altered her pattern?

__✓__ A. Shorten her skirt.
____ B. Lengthen her skirt.
____ C. Add width to her skirt.
____ D. Decrease the width of the skirt.
____ E. Change the style of the skirt.

Using the following yardage chart, fill in the blanks as needed to complete the statements.

CHART

Skirt and blouse

Teen sizes	10	12	14	16
View I Blouse				
35" or 36" fabric without nap	1 5/8	1 5/8	1 3/4	1 3/4
41" or 42" fabric without nap	1 1/4	1 1/4	1 3/8	1 5/8
44" or 45" fabric without nap	1 1/4	1 1/4	1 3/8	1 3/8
View I Blouse and skirt				
35" or 36" fabric with nap	4	4	4 1/4	4 1/2
35" or 36" fabric without nap	3 7/8	3 7/8	4	4 1/8
41" or 42" fabric without nap	3 1/2	3 5/8	3 5/8	4
44" or 45" fabric without nap	3 1/2	3 5/8	3 5/8	3 5/8
54" fabric without nap	2 5/8	3	3	3 1/2

4 yds 52. How much fabric would you need for a blouse and skirt, size 12, using 36" fabric with nap?

1 3/8 yds. 53. How much fabric would you need for a blouse, size 14, using 44" fabric?

2 1/4 yd. 54. How much fabric would you need for a skirt only, size 16, using 45" fabric?

$3.72 55. If the fabric is 36" wide and costs 96¢ a yard, what would be the cost of the fabric without nap for a size 10 blouse and skirt?

To make a beige blouse and brown skirt, size 14, with 36" fabric, how much of each color would you need?

1 3/4 yds 56. Beige blouse

2 1/4 yds. 57. Brown skirt

4 yds. 58. How much fabric would be required to make a size 12 skirt and blouse from corduroy?

1 3/4 yd. 59. How much fabric would be required to make a blouse size 16 of plain cotton fabric?

$6.30 60. What would be the total cost to make a size 10 skirt and blouse of wool if the fabric was $2.40 per yard?

61. Which of the following statements best summarizes the chart?
____ A. Fabric comes in different widths.
____ B. The notions purchased depend upon the view chosen.
____ C. The amount of fabric purchased depends up the width of the fabric.
__✓__ D. The amount of fabric purchased depends upon the width, nap and pattern size.
____ E. Buying the correct amount of fabric will aid in the layout of the pattern.

62. Jill was preparing her fabric to cut out her skirt. Which of the following procedures would she use to make certain the material is grain perfect?
____ A. Lay the material on the table to see if it lies flat.
____ B. Cut so that it looks straight.
__✓__ C. Pull a thread and then cut along this thread.
____ D. Pre-shrink the material.
____ E. Even the ends of the fabric by cutting both edges together.

63. The term grain of fabric refers to
__✓__ A. either the lengthwise yarns or the crosswise yarns.
____ B. the lengthwise yarns only.
____ C. the crosswise yarns only.
____ D. the bias direction of fabric.
____ E. the edge of the fabric.

64. The selvage on a piece of material is
____ A. only on one side.
____ B. woven looser than the rest of the material.
____ C. parallel with the filling threads.
__✓__ D. parallel with the warp threads.
____ E. the bias direction of the fabric.

Jill lost her pattern guide sheet. However, she has studied the pattern pieces and is trying to place them on her fabric. She thinks there will not be enough fabric so is planning to cut one piece off-grain.

65. How will the finished garment be affected if she does this?
____ A. The pieces of the skirt will not fit together.
____ B. The fabric will ravel easier.
____ C. The garment will not iron as well.
__✓__ D. The skirt will not hang as the designer planned.
____ E. There will be no change in the fit of the garment.

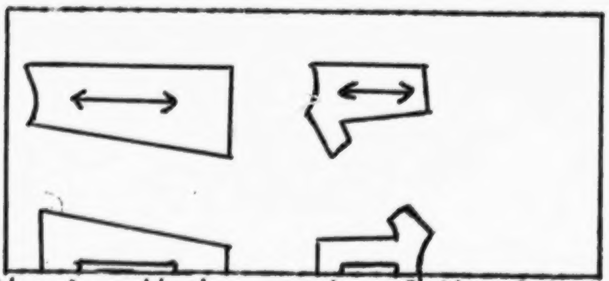
Jill's pattern guide sheet explained several ways of marking the darts in her skirt. Her fabric was a medium blue sailcloth.

66. Which of the following methods would you suggest she use?
____ A. Mark it with tailor's tacks.
__✓__ B. Mark with tracing wheel and carbon.
____ C. Mark it with lines of hand basting.
____ D. Pin mark it.
____ E. Mark it with pencil

67. Check the reason which best explains your choice.
__✓__ A. Tracing paper markings are suitable on smooth fabrics.
____ B. Tailor's tacks are used on thick or easily crushed. fabrics.
____ C. Sheer fabrics require hand basting for marking.
____ D. Pencil markings are suitable for washable fabrics.
____ E. If one is in a hurry, pins may be used to mark the darts.

(over)

68. The following sketch of a pattern layout on a fabric illustrates which principle of laying on a pattern?



[✓ A. Lay pattern pieces on the lengthwise grain of the fabric.]
____ B. Fold fabric lengthwise when cutting out a garment.
____ C. Place pins parallel to the seam line.
____ D. Place all pattern pieces on the fabric before cutting.
____ E. Place pattern pieces on the crosswise grain of the fabric.

69. In order to match adjoining seam lines exactly, notches on outer edges of patterns are indicated on the fabric by
____ A. tracing crossmarks across the seam line.
____ B. cutting notches into the seam allowance.
[✓ C. cutting notches outward from the seam allowance.]
____ D. marking notches with pins.
____ E. marking nothces with a pencil.

70. Jill had her pattern layout checked by her teacher and was ready to cut out her skirt. Which of the following would she follow for accurate cutting?
____ A. Keep the fabric flat on the table.
____ B. Use long, firm strokes with the shears.
____ C. Cut the notches outward from the seam allowance.
____ D. Cut with the grain of the fabric.
[✓ E. All of the above.]

71. The first step for Jill in constructing her skirt was to staystitch the waistline and the zipper side of her skirt. She learned that staystitching was necessary because it
____ A. keeps the pieces of cloth together.
[✓ B. prevents the waistline edges from stretching.]
____ C. prevents the edges from raveling.
____ D. stitches the edges together permanently.
____ E. serves as a guide for the next construction steps.

72. The most important reason for Jill to stitch her gored skirt from the bottom to the top is that it
____ A. is easier to put in the zipper.
____ B. makes hemming easier.
[✓ C. holds the grain in position.]
____ D. goes against the grain.
____ E. is easier to stitch the bulkier end first.

73. Jill was also making a sleeveless blouse to match her skirt. When would she apply the armhole facings?
____ A. Before staystitching.
____ B. Before stitching the darts.
____ C. Before sewing the shoulder seams.
[✓ D. After stitching the shoulder seams.]
____ E. After stitching the side seams.

74. Jill learned that it was necessary to clip and grade the armhole facing seam. What purpose will this serve?

____ A. Prevents ravelling of the edges.

____ B. Gives greater strength.

[✓ C. Prevents a thick ridge which would show when pressed.]

____ D. Makes pressing easier.

____ E. Holds the facing in place.

75. Jill was ready to hem her gored skirt of cotton sailcloth. Which of the following hem finishes would be most appropriate?

[✓ A. Raw edges turned under and stitched by machine; then blind stitched in place.]

____ B. Edge gathered, fullness shrunk out, seam tape stitched to cover raw edge and hemmed.

____ C. Raw edge turned under and blind stitched in place.

____ D. Raw edge turned under and stitched in place by machine.

____ E. Raw edge pinked, edge stitched, and blind stitched in place.

76. Check the reason which best explains your choice.

____ A. Fullness needs to be shrunk out to keep hem from puckering.

____ B. Garments look more expensive when the hem is stitched by hand.

____ C. Hems stay in better when machine stitched.

____ D. Seam tape prevents ravelling.

[✓ E. Edge stitching provides a durable finish.]

77. Jill was trying to decide how wide to make her hem. Which of the following statements would most likely help her in reaching a decision?

____ A. An on-grain hem can be made by turning up three inches.

[✓ B. The width of the hem depends upon the flare and weight of the fabric.]

____ C. The width of hems depends upon the grain of the fabric only.

____ D. Bulky fabric requires a wider hem.

____ E. A gored skirt requires a narrow hem of about an inch.

78. The girls in Jill's class were analyzing the appearance of their completed garments. Which of the following statements will most likely summarize their findings.

[✓ A. The finished appearance of the garment will be influenced by the fit, construction techniques and the pressing procedures used.]

____ B. The well-fitted garment depends upon the choice of the pattern for the figure type.

____ C. A well-fitted garment fits the individual, is free from diagonal wrinkles and hangs straight.

____ D. Different decorative touches provide varying effects for the wearer.

____ E. The finished appearance of the garment is affected by the current fashion designs.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
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Home Economics Unit
Code XI-B-138 (b)

Total points 52
Number Missed______
Score ______

Name______________________
School_____________________
Date ______________________

CLOTHING TEST FOR GRADE NINE

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you feel best answers the question.

1. Nancy Brown, who was going to be a freshman in high school, wanted to buy some new clothes. Check the statement which you think is most likely the reason her mother suggested Nancy take an inventory of her wardrobe.

____A. She would have an organized list of her clothing.
____B. The inventory would indicate those garments most frequently worn.
_✓_C. The inventory could serve as a basis for planning further purchases.
____D. The inventory would show the appropriateness of her clothes for the various activities in which she participated.
____E. The inventory could show the basic color scheme of her wardrobe.

2. Nancy was particularly concerned with the appropriateness of her clothes. Check the statement which best identifies the factors involved in such a decision.

____A. Clothing may contribute to one's safety and comfort.
____B. Variation in climatic conditions requires different kinds of clothing.
____C. Individual values influence one's clothing choices.
_✓_D. Social activities, age, and family mobility will have an influence upon clothing choices.
____E. Different occupations require various kinds of clothing.

After checking her wardrobe inventory, Nancy wanted a new skirt and sweater like the one her best friend owned. Her father told her that her share of the family clothing budget was nearly spent and his income didn't permit any further purchases.

3. Which of the following statements best expresses what is involved in this situation?

____A. Each member of the Brown family received a certain share of the family clothing budget.
____B. The share that each received depended upon a number of factors.
____C. The use of economic resources affects family relationships.
____D. Decisions made in regard to clothing purchases will be influenced by the interaction of family members.
_✓_E. The wardrobe planning Nancy was doing will be affected by her share of the family budget.

Nancy felt that she needed another skirt which would go with a blouse and sweater she already had in her wardrobe. Since her share of the family clothing budget was nearly spent, Nancy thought that she could either buy an inexpensive skirt or make one of better fabric.

4. Check the statement which would most likely help her reach a decision.

____A. Since she was growing rapidly an inexpensive skirt would be a better choice.
_✓_B. The style of garment and Nancy's sewing skill would influence a decision.
____C. The time involved in shopping and making cost comparisons are factors to be considered.
____D. Some commercially produced garments are as economical as those made at home.
____E. The pleasure one receives from making a garment might enter into such a decision.

The girls in Nancy's homemaking class were discussing the types of clothes in their wardrobes which were becoming to them.

5. Jane was very tall and thin; she would wear a
____A. striped dress, with the stripes going up and down.
____B. straight, tight black skirt.
____C. blouse and skirt the same color.
__✓__D. blouse and skirt of contrasting colors.
____E. dress with small checks.

6. Susan was short and chubby; she would appear taller and more slender if she wore
____A. crosswise lines.
____B. heavy bulky fabrics.
__✓__C. a blouse and skirt of the same color.
____D. tight straight skirts.
____E. a contrasting narrow belt.

7. Check the statement which best summarizes the influence of design upon wardrobe planning.
____A. The placement of the various design lines used determine the style of a garment.
____B. The structural design of a garment includes the construction details necessary to shape the fabric.
____C. Balance in design provides a satisfying arrangement of the various design parts.
____D. The design components in a garment may enhance or detract from one's personal appearance.
__✓__E. A wardrobe that utilizes design components to enhance the silhouette may be more satisfying.

Nancy was analyzing her wardrobe as to the style of her garments, if they were currently in fashion, and the suitability to her fashion type.

8. Check the statement which best identifies the effect current fashion could have upon Nancy's wardrobe.
__✓__A. Additional clothing purchases may be influenced by current fashion.
____B. The individual's type influences the choice of clothing worn.
____C. Current fads may express concern for being in tune with one's group.
____D. As one matures, one's fashion type may change.
____E. Current fashions may be adapted to express different personality and figure types.

9. Nancy wanted her wardrobe to express her personality. Check the statement which best identifies the factors to be considered in this analysis.
____A. Creativity in dress produces a different effect from the original design.
____B. There is a relationship between the structural and decorative designs in a garment.
____C. One's clothing may be used to communicate different personal characteristics.
____D. One's clothing may be modified through the use of accessories to express different feelings.
__✓__E. The understanding of oneself and the relationship of design components may be utilized to creatively express the individual.

Nancy's homemaking class had decided to make a dress for their class project. Since they had made cotton skirts and blouses previously, they were going to use a fabric which was a blend of cotton and a synthetic fiber. In order to understand better the procedures they would use in handling their fabric and pressing the garment during its construction, they studied the characteristics of both cotton and synthetic fibers which are given below. Check with an (X) the characteristics of cotton and an (O) the characteristics of synthetic fibers.

X 10. Made of short fibers.
O 11. Made of long fibers.
X 12. Wrinkles easily and is inelastic.
O 13. More elastic and wrinkle resistant.
O 14. Dyes do not penetrate the fibers readily.
X 15. Shrinks and soils easily.
X 16. Can stand high temperatures.
O 17. Weakened by heat and requires low pressing temperature.
X 18. Stronger wet than dry.
O 19. Absorbs little moisture so dries more readily.
O 20. Moth proof and mildew-resistant.
X 21. Mildews when left damp too long in warm weather.

22. Check the statement which best summarizes the relationship of blends to their fiber characteristics.
____A. All fibers have their own physical and chemical properties.
____B. These chemical and physical properties determine the fiber characteristics.
____C. An understanding of the characteristics of various fibers used in blends aids in being an intelligent consumer.
✓ D. The properties of various fibers determine their use in blends.
____E. The characteristics of fibers will help you select those suited to your needs.

23. As the girls were studying the fabrics which could be used for their dresses, they noticed a number which combined synthetic and cotton fibers. Check the statement which best summarizes the effect of combining fibers into a yarn blend.
____A. The fiber content influences the end use of the yarns.
✓ B. The serviceability, use, and appearance are affected by the fibers combined.
____C. The type of yarn depends upon the length of the fibers used.
____D. Slightly twisted yarns are relatively glossy and soft but not too strong.
____E. Tightly twisted yarns are more firm, lose luster but gain in strength.

24. Check the statement which best identifies the reason for combining cotton and synthetic fibers into a blend.
____A. Some fabrics have special yarns developed to give a particular effect.
____B. Such fabrics may drape more easily.
✓ C. A blend combines the most useful properties of the fibers.
____D. The resulting yarn may be more tightly twisted, and therefore the fabric would be stronger.
____E. The characteristics of the yarn used depend on its fiber content and special processing.

As Nancy was studying the labels on the end of the fabric bolts, she noticed the % of fiber content given.

25. Check the statement which best explains the reason for having the % of fiber content identified on labels.
____A. The properties of each fiber affect the characteristics of the resulting blend.
____B. Fabrics combine fibers in different ways.
____C. The label will identify the yarns used to give a special effect.
[✓ ____D.] The selection and care of the fabric will depend upon the characteristics of the fibers.
____E. The resulting properties of fibers which have been combined give a great variety of fabrics.

26. Nancy was ready to select the pattern size for a dress she was planning to make. The correct pattern size for a dress is determined by
____A. hip and waist measure.
____B. bust and hip measure.
____C. waist and bust measure.
____D. waist and height measure.
[✓ ____E.] hip and bust measure and figure type.

The dress pattern Nancy selected has set-in sleeves. Her shoulders measure $\frac{1}{2}$" longer than her pattern. Which of the methods below would you advise her to use so the dress will fit her?

27. Check the best method for her to use.
____A. Alter back and front pattern pieces by extending armscye end of the shoulder seam with $\frac{1}{2}$" of paper, tapering to notches of armscye, and redrawing the shoulder lines.
____B. When cutting out the dress, add $\frac{1}{2}$" to both front and back armscye and $\frac{1}{2}$" to top of sleeve.
[✓ ____C.] Slash back and front pattern pieces through the should seam to the notch at armscye seam. Spread slash $\frac{1}{2}$" at shoulder seam, tapering toward the armscye, insert paper.
____D. Place the center back and center front of the pattern away from the fold to enlarge it $\frac{1}{2}$".
____E. Stitch the seam only $\frac{1}{4}$" in width.

28. Check the reason which best explains your choice.
____A. Only the shoulders need to be longer so A would be a good choice.
[✓ ____B.] The pattern design will more likely be the same if the alterations preserve the pattern outline.
____C. New lines need to be drawn so all sections will fit together.
____D. Method D will change the size of the bodice of the dress and not increase the shoulder seam.
____E. Method B will make the sleeve longer as well as increase the bodice.

Pattern alteration includes understanding the principle of moving darts to various points. Nancy found after analyzing her pattern that her bustline dart was too high.

29. Check the statement which best solves her problem.
____A. Extra length or width can be transferred from one place to another on an outside edge without changing the fit.
____B. All increases in pattern size need to take place within the edges of the pattern.
[✓ ____C.] The shift in the position of the dart changes the design at this point without changing its size.
____D. Darts are used to hold extra length or width over body curves and may be increased or decreased in size.
____E. Revising the dart line will affect the size of the garment.

30. Select the statement which best identifies the effect of the alteration techniques selected upon the finished garment.

__✓__A. Alterations used may either flatter or detract from the contours of the figure.
____B. The alterations used determine the fit of the garment.
____C. Alterations may only require minor seam changes and not affect the structural lines.
____D. Overfitting of a garment will emphasize the fitting problem.
____E. Using the original pattern line aids in keeping the pattern style.

31. Nancy learned that pressing her garment throughout the construction process was important. Check the statement which best explains the reason for this.

____A. Pressing is most satisfactory when an up and down motion is used.
____B. Pressing is used to shrink out excess fullness.
____C. Pressing helps shape the points of a dart.
____D. Pressing aids in retaining the original texture of the fabric.
__✓__E. Construction of a professional looking garment depends upon the correct use of directional and unit pressing.

Given below are some common finishes for a plain seam. In the blank at the left place the letter of the Seam Finish which would be best for each Fabric Description.

Fabric Description

__C__32. Light-weight, ravelly fabric that does not show press marks.
__D__33. Ravelly, thick fabric.
__A__34. Straight side seam made of firm fabric.
__B__35. Use at armhole and waistline seams on firm fabric.
__A__36. Use on closely woven wash fabrics.

Seam Finish

A. Pinked
B. Raw edges stitched together ¼" from seam
C. Raw edges turned under and stitched
D. Raw edges overcast

Nancy learned a number of techniques used in constructing collars which would give a more professional look. Check the following techniques which you would recommend her to use.

__X__37. Use short stitches at corners to reinforce for close trimming.
__X__38. Grade the seam allowances to eliminate bulk.
__O__39. Notch the curved edges that fit into a longer distance.
__O__40. Clip the curved edges that fit into a shorter distance to relieve strain.
__X__41. Press the collar favoring the outer edge.

42. She also learned that understitching will give a crisp, professional looking edge to necklines, cuffs, and collars. To understitch she would

____A. trim inside seam edges to 1/8 to 3/16 inches.
____B. trim inside seam edges from 3/8 to 1/2 inches.
____C. clip curved inside seam edges at regular intervals.
__✓__D. top stitch on facing side through facing and seam.
____E. stitch 1/2 inches away from the seam line.

43. Check the statement which best generalizes the procedures used in collar application.

__✓__A. The way in which the collar is constructed, pressed, and applied determines the fit of the collar.
____B. Trimming the neckline seam allowance is a very important step in attaching a collar.
____C. Place the blouse on the machine with the blouse on the right side and the collar on the left and stitch.
____D. Grade, clip, and notch collar before edge stitching and applying to blouse.
____E. Favoring the edge in pressing contributes to a smooth appearance and well-fitting collar.

44. Nancy had reached the construction step of setting in her sleeves. Check the procedure you would suggest she follow in distributing the ease.

____A. Distribute the ease equally around the armscye.
____B. Concentrate the ease over the top two inches of the armscye.
__✓__C. Stitch straight across for about one inch on top of the sleeve and distribute the ease on the upper back and front quarters of the armscye.
____D. Ease slightly over the top to give the proper effect and gradually work the excess into the underpart of the armscye where it will not show.
____E. Any of the above.

45. Check the reason that best explains your choice of procedure.

____A. For a smooth fitting sleeve join accurately at the shoulder and underarm points.
__✓__B. The correct fit and grain accuracy of the sleeve affects the appearance of the entire garment.
____C. The sleeve needs to be eased and stitched so it lies smoothly.
____D. The armhole seam will fall at the place where the shoulder curves.
____E. The sleeve will fall free of the arm.

Several of the girls in Nancy's class were planning to gather their skirts while the others planned to make pleats.

46. Check the statement which you would recommend the girl's consider in making their decision.

____A. Gathers are easier to make than pleats.
____B. Even spacing of gathers or pleats produces an effect upon the fit of the garment.
__✓__C. The finished appearance of the garment will be affect by the figure type of the individual wearing it.
____D. Pleats are currently more in style than gathers.
____E. Pleats are used if a more tailored effect is desired.

47. Nancy decided to gather her skirt. After completing this construction process she evaluated her workmanship. Check the statement which best describes a quality product.

____A. The skirt seams remained pressed open.
____B. Three rows of long stitches were used and spaced evenly.
____C. The same tension was used on the rows of gathering threads to produce evenly spaced gathers.
____D. None of these.
__✓__E. All of the above.

48. Nancy was ready to assemble her dress at the waistline. Check the procedure you would recommend she follow.

____A. Pin the bodice to the skirt, matching center back, center front and side seams. Hand baste.
____B. Pin baste the bodice to the skirt, matching center back, center front and side seams. Machine baste.
____C. Put cut edges exactly together, pin baste on bodice side matching center back, center front, side seams. Machine baste.
____D. With cut edges together, pin baste on bodice side matching center back, center front, and side seams. Hand baste.
[✓ ____E.] With cut edges together, pin baste on bodice side matching center back, center front, notches, and side seams. Machine baste on bodice side so gathers can be held evenly.

49. The girls in Nancy's class were adding a waistline stay tape. Check the statement which best explains the reason for using a waistline stay.

____A. A waistline stay gives maximum comfort by keeping the garment properly placed on the figure.
[✓ ____B.] Staying the waistline with tape adds strength to the waistline seam.
____C. An on-grain tape is used to prevent stretching at the waistline.
____D. The waistline stay tape is treated as a third seam allowance.
____E. A more pleasing effect is achieved as the fullness is eased onto the tape.

50. Nancy was ready to construct the placket of her dress. Check the statement which will best help her reach a decision as to the type of placket to use.

____A. Her seam allowance was less than 5/8".
____B. Her thread does not exactly match her fabric.
____C. The fabric and garment design determine the type of placket to be used.
[✓ ____D.] The type of placket selected is determined by the style of garment and location of the placket.
____E. The pattern Nancy is using requires an inconspicuous placket.

51. Nancy decided to have a zipper placket. Check the statement which best identifies good construction procedures for her to follow.

____A. The seam line needs to be staystitched to hold the grain threads in position.
____B. Follow the sewing guidelines on the zipper tape to insure straight stitching.
____C. Grade the waistline seam allowance at the dress placket seam.
____D. Release the waistline seam stitches before making the dress placket.
[✓ ____E.] Follow appropriate application procedures which consider skill, garment design, and fabric texture.

52. The girls in Nancy's class had completed their dresses and were analyzing the hems of the various garments. Check the statement which best identifies the characteristics of a suitable hem.

[✓ ____A.] Select a garment with a hem width and finish that is appropriate for the fabric and style of the skirt.
____B. Appropriate application of hemming procedures may result in a professional appearance.
____C. The width of the flare and the weight of the fabric determine the type to be used.
____D. The type of shoes worn and the height of the individual determine the type to be used.
____E. Select a garment with a hem that is smooth, inconspicuous and which will give as the skirt fabric stretches in wear.

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Total Points __19__
Number Missed______
Score ______

Name ____________________
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Date ____________________

CLOTHING TEST FOR GRADE TEN

Directions: Read each item carefully. You will have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you feel best answers the question.

1. In their study of clothing selection Susan and Mary became interested in the various factors which have an effect upon the choice of clothing of different people. Check the statement which best identifies a conclusion they could draw relative to the influence of one's values upon the choice of clothing.

____A. The choice of clothing may be determined by the geographic area in which one lives.
____B. Some people dress to conform to group standards while others express individuality through dress.
____C. The choice of clothing is affected by the psychological needs of the individual.
__X__D. Understanding one's personal needs enables one to express the self as well as understanding the affect of the type of clothing worn upon the self.
____E. Clothing worn may be used to express one's personality.

2. Susan wanted to change her wardrobe so that it would express her personality to a greater extent. Check the statement which you think is most likely the reason that her mother suggested Susan inventory her wardrobe.

____A. She would have an organized list of her clothing.
____B. The inventory would indicate those garments most frequently worn.
__X__C. The inventory could serve as a basis for planning further purchases.
____D. The inventory would show the appropriateness of her clothes for the various activities in which she participated.
____E. The inventory could show the basic color scheme of her wardrobe.

3. After analyzing her wardrobe inventory, Susan felt there were a number of items no longer appropriate and that she also needed a number of new items of clothing. Since her family had developed a budget plan, each family member had a clothing allowance. Check the statement which best identifies an important contribution of a family plan for spending.

____A. Susan would know how much money her family allows her for clothing and that she will need to earn additional money to buy any other clothes she desires.
____B. Participation of family members in budget planning aids in understanding how money is spent.
____C. The amount and use of family income for clothing is influenced by other family expenditures.
____D. Money habits affect spending practices.
__X__E. More satisfaction may be achieved when clothing expenditures are planned in relation to the needs of all family members.

4. Utilizing the analysis of her wardrobe inventory, Susan decided she needed a new skirt and blouse for school. Her father told her that her share of the family clothing budget was nearly spent and his income didn't permit any further purchases. Which of the following statements best expresses what is involved in this situation?

____A. Each member of the family received a certain share of the family clothing budget.
____B. The share that each received depended upon a number of factors.
X C. The wardrobe planning Susan was doing will be affected by her share of the family budget.
____D. The use of economic resources affect family relationships.
____E. Decisions made in regard to clothing purchases will be influenced by the interaction of family members.

5. Susan asked her mother to help her solve this problem through helping her develop a clothing budget plan. Her mother suggested that they think in terms of Susan's needs for an entire year as well as outfits that go together in developing a record for spending. What is Susan most likely to have learned as a result of this experience?

X A. Planned spending for clothing may result in better utilization of resources.
____B. A double duty item is a wonderful money saver.
____C. It's a mistake to buy something that can be worn with only one item of clothing.
____D. A clothing budget includes the cost of the "upkeep" of clothing.
____E. It may be necessary to earn extra money to have the clothes one wants.

6. The sophomore homemaking class had decided to make a dress from either a synthetic or a wool fabric. In order to understand better the procedures they would use in handling their fabric and pressing the garment during its construction they studied the characteristics of both types of fabrics. Place an (X) before the characteristics of wool and an (O) before the characteristics of synthetic fabrics.

X 1. Made of short fibers.
O 2. Usually made of long fibers.
O 3. Dyes do not penetrate the fibers readily.
O 4. Absorbs little moisture so dries more readily.
X 5. Requires a moderate pressing temperature.
O 6. Moth proof and mildew resistant.
X 7. Excess fullness may be eased or shrunk in.
X 8. Insulates against heat as well as cold.
O 9. Heat sensitive; will soften at high temperature.

7. Check the statement which best summarizes the need for understanding fabric characteristics when constructing a garment.

____A. Each fabric has its own texture and drapes in its own way.
____B. Synthetic and wool fabrics may have similar characteristics depending upon the manufacturing process.
X C. Construction techniques and pressing procedures used will vary with the type of fabric.
____D. Special handling is required to obtain professional results with either fabric.
____E. Understanding the characteristics of fibers will help one select the fabric most suited to one's needs.

8. Nancy and Jill were ready to press the seams in the wool dresses they were making in class. Nancy thought that a moderate temperature and moisture would be most suitable while Jill thought that a dry, high temperature setting was better. Check the temperature setting you would use on wool.
____A. Dry, high temperature.
__X__B. Moderate, moist temperature.

9. Check the reasons that explain your choice.
__X__A. The wool will not scorch as readily.
__O__B. Moisture mats wool fibers.
__X__C. Moderate heat and moisture with pressure makes a wool fabric crease more readily.
__X__D. A moderate moist temperature is less likely to make wool harsh.
__O__E. Moisture makes wool shiny in appearance.

10. Susan, who was making a dress from an acrylic fabric, found that she had some different problems even though it felt like wool. Check the reason why Susan used a low temperature setting for pressing.
____A. Acrylic fabrics resist shrinking or stretching so it is not easy to ease in excess fullness.
__X__B. Acrylic fibers soften at high temperatures which permits the heat-setting of pleats but softens the fabric if used for pressing.
____C. Acrylic fibers contribute crush resistance and durability to a garment so it needs little pressing.
____D. Matting may be prevented by brushing after pressing with a soft brush.
____E. Garments made from acrylic fabrics may be washed at the wash and wear setting, and therefore, require little or no pressing.

11. In discussing the construction of the collar, it was decided that an interfacing was needed. Check the type of interfacing which would be most satisfactory for a crisp collar effect.
____A. Taffeta
____B. Permanently finished organdy
____C. A firm hair canvas
____D. Starched net
__X__E. A light weight pliable hair canvas

12. Check the statement which best summarizes the purpose of an interfacing.
____A. An interfacing gives more body or crispness.
____B. An interfacing gives character to seam edges.
____C. The type of interfacing used will have an effect upon the finished garment.
__X__D. When applied correctly, an interfacing gives style and professional finish to a garment.
____E. An interfacing may add resiliency as well as firmness.

13. Nancy was ready to begin the construction of the buttonholes on her dress. One of her first steps was to check the location of the buttonholes. Check the statement which best explains this step.
____A. Since buttons slide to the outer edge of horizontal buttonholes, these usually end at the center front so the buttons will center on this line.
____B. The top buttonhole is placed below the neckline half the diameter of the button plus 1/8 inch.
____C. The minimum length of a buttonhole is the diameter of the button plus the thickness of the button.
__X__D. All of the above.
____E. None of the above.

14. Once the buttonholes were located, Nancy was ready for the next step. In order to have a new experience the class was making buttonholes with a piped edge. Check the statement which best explains the effect of piped buttonholes on a garment.

____A. Well-made piped buttonholes provide a tailored finish.
__X_B. Piped buttonholes may provide a neat, firm, and attractive appearance.
____C. They may be more accurately made than handworked buttonholes.
____D. The piped buttonholes may provide a decorative touch if there is a definite rib or stripe in the fabric.
____E. Piped buttonholes can be more accurately made as they are constructed before darts and seams are stitched.

15. Check the statement which best summarizes the principles important in making a piped buttonhole.

__X_A. Piped buttonholes require accurate measuring, cutting, and stitching.
____B. If the fabric is thick, cording the buttonhole folds is desirable to provide body for the buttonhole.
____C. The layer of fabric which covers the buttonholes is not cut or stitched until the buttonholes have all been bound.
____D. The piped buttonhole needs a strip of fabric 1 inch longer and $2\frac{1}{2}$ inches wider than the buttonhole.
____E. The ends and back of the buttonhole are finished after the buttonhole has been cut and the strip pulled through to the wrong side.

16. Some of the girls in the class were making pockets. The patterns varied so there were both set-in and applied pockets. Check the statement which best identifies the principle involved in deciding which to construct.

____A. Set-in pockets add to the attractiveness of a garment.
____B. Side seam pockets are easy to put in and become invisible as they drop down inside the skirt.
__X_C. The selection of a pocket to be constructed depends upon its location, use, style of garment and type of fabric.
____D. Set-in pockets utilize similar construction techniques to the piped buttonhole and therefore, present a better appearance for a tailored garment.
____E. Applied or patch pockets may add a decorative touch to a tailored garment.

17. In discussing the construction of the skirt unit, it was decided that a lining would be needed. Check the statement which best explains the reason for this decision.

____A. Linings are often needed in light weight wool garments.
__X_B. Linings prevent stretching of the outer fabric and give body to a lightweight fabric.
____C. Linings may give support to the silhouette.
____D. It is better to line a wool skirt with a separate lining for a smoothness of fit.
____E. Fabrics which are firmly woven do not require a lining.

18. Check the statement which best identifies the principle involved in selecting a lining fabric.

____A. The salesperson will help you determine the weight and type of fabric you need.
____B. Sheath lining or taffeta is frequently used to line wool skirts.
__X_C. The choice of lining fabric depends upon the fabric of the garment, its style and its use.
____D. The color of the lining needs to match the fabric.
____E. Select a lining fabric which is firmly woven, fully pre-shrunk, and medium in weight.

19. Jill was ready to construct a belt for her tailored wool dress. She decided to use a matching 3/4 inch grosgrain ribbon for backing while Nancy was making a shaped belt with a firm canvas interfacing. Check the statement which best identified the principle involved in this decision.

____A. A wide variety of materials may be used in making belts.
____B. Some materials contribute more readily to a tailored effect than others.
____C. Shaped belts require a facing and a stiff interlining.
____D. A narrow belt fastened with a self fabric buckle is most frequently used.
__X__E. The garment fabric, style, and silhouette of the wearer determines the belting width and material chosen.

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Total Points __45__
Number Missed _______
Score _______

Name _______
School _______
Date _______

CLOTHING TEST FOR ADVANCED GRADES

Directions. Read each item carefully. You will have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the question.

1. Jill lives in Alabama. Her cousin, Ann, who is the same age, lives in Wisconsin. Jill has found that Ann's family spends more money for her clothing than Jill is allowed. Jill's mother tried to explain why Ann has a larger clothing budget than Jill. Her reason on the basis of the above information was:

_____ A. Ann's family is in a higher socioeconomic class than Jill's, so they have more money to spend on clothing.
_____ B. There are more people in Jill's family than in Ann's, so more persons must share their clothing budget.
__X__ C. Ann needs clothing for a greater variety of weather conditions than Jill.
_____ D. Ann cannot sew some of her own clothing like Jill does, so she needs to spend more money.
_____ E. Alabama's population is smaller than Wisconsin's so as more people see Ann every day, she needs more money for clothing than Jill.

2. In relation to technological advances, which of the following is one way in which a culture can adapt an article of clothing to better provide for physical needs?

_____ A. Less warm clothing is needed since the regulation of interior tempterature and humidity can be easily controlled.
_____ B. With improved laundry facilities available to the homemaker, fewer articles of clothing are needed in the wardrobe.
_____ C. With increased production of synthetic fibers which do not dye readily, pastel colors have been increasingly popular.
__X__ D. Coats made of lightweight warm fabric may be treated with a rain-repellent finish.
_____ E. Leather belts and handbags can more easily be produced in artificial colors.

3. Check the statement which best indicates why man wears clothing.

_____ A. Clothing is selected to promote self-respect.
_____ B. Clothing helps to regulate the body temperature.
_____ C. Wearing clothes is a habit.
__X__ D. Clothing satisfies the desire for self adornment and protects the body.
_____ E. Persons of various roles are more easily recognized when they dress in different manners.

(over)

4. The quality and quantity of accessories and dress clothes possessed increases with the higher income levels. Which of the following DOES NOT support this statement?

_____ A. Persons in middle-income groups strive to imitate high fasion styles.
_____ B. Rich people have more money to spend for clothing than poor people.
_____ C. Persons in lower income groups often need less clothing because they participate in fewer social functions.
__X__ D. The rich dress to gain publicity.
_____ E. Middle class persons are dissatisfied with designs available in the price range which they can afford.

Ann is analyzing her wardrobe to determine whether each item of clothing complements her individual characteristics. Check the statements which will help her in this analysis.

__X__ 5. Clothing choices are made with the sensitivity of what is appropriate for the self.
__X__ 6. Color may reflect the personality of an individual.
__O__ 7. Individuality is not reflected by the combination of line and fabric in a garment.
__O__ 8. Garments which flatter a modern girl feature current styles.
__X__ 9. Well-liked clothing expresses a person's concept of self.
__X__ 10. Attractive illusions may be created by the use of line or color.

11. Mary and her family have recently moved to this community from another country. The culture in which Mary had spent her first 16 years made use of bright colors and much jewelry in their dress. Mary consistently wears more jewelry to school than any of her classmates. Check the best reason for this practice.

_____ A. Mary's mother encourages her to "dress up" for school.
_____ B. Mary has found that dressing differently from her classmates attracts desirable attention.
_____ C. Mary wishes to help her classmates to understand her native culture.
_____ D. Mary feels that she must wear the jewelry because her family has purchased it for her.
__X__ E. Mary feels psychologically comfortable in more jewelry than our culture usually accepts.

12. What general statement is involved in the understanding and acceptance of Mary?

_____ A. People are usually judged by their personality rather than by the clothes they wear.
_____ B. Mary's classmates are likely to accept her because she is learning the right way to dress for school.
__X__ C. Persons with different cultural backgrounds can be expected to have clothing values different from ours.
_____ D. Persons with different cultural backgrounds can be expected to like their own ways best.
_____ E. Her classmates are likely to accept Mary because her family chose to move to their community.

13. The most important reason why foreign influences may be found in American clothing is that

__X__ A. fashions are the result of a mingling of cultures.
_____ B. many of the American designers have lived in other countries.
_____ C. persons from other countries may like to buy clothing from their country.
_____ D. persons who have traveled abroad have developed a taste for clothing characteristics from other countries.
_____ E. None of these.

14. Which of the following HAS NOT had influence on today's fashions?

_____ A. Industrialization
_____ B. International economic trends
_____ C. Sculpture and paintings
_____ D. Developments in the textile industry
__X__ E. None of these

15. In a historic play which she saw, Nancy observed that the costumes were related to the way in which the characters lived at that time. This observation of a technical aspect made Nancy more aware that

_____ A. the way in which people live defines how they dress.
__X__ B. fashions are molded by the cultural forces of the time.
_____ C. roles are more clearly defined when persons wear appropriate attire.
_____ D. communication with the past is difficult when we are unable to see the clothing which people wore.
_____ E. people act accordingly with the manner in which they dress

16. Why does fashion revolve in cycles?

_____ A. Repetition of similar styles makes it possible for some of the same clothing to be worn over again.
_____ B. When all the styles have been exhausted, the cycle begins over again.
_____ C. Economic recessions cause fashions to begin a new revolution.
__X__ D. Societal changes which influence fashion revolve in cycles.
_____ E. None of these.

17. Which of the following statements about fashion is true?

__X__ A. "Style" requires personality and application of fashion.
_____ B. Styles are fashions adapted for younger persons.
_____ C. Fads are based on common thought and action.
_____ D. All social groups equally influence fashion.
_____ E. Fads last longer than styles.

18. Studying the economics of the textile industry can help consumers to understand differences in the cost of clothing. Which of the following IS NOT a reason for change in the price of clothing and textile items?

_____ A. The development of uniforms made of paper reduces the need for fabric clothing.
__X__ B. The change in seasons brings different types of clothing on the market.
_____ C. Company X finds a less expensive way to produce a particular garment of the same quality.
_____ D. A sizable portion of the cotton crop is destroyed by disease.
_____ E. A new minimum wage law is passed.

(over)

19. Which of the following is the best economic reason for the United States to import articles of clothing?

___X___ A. Foreign trade contributes to improved relations with other nations.
_______ B. Some immigrants wish to purchase genuine articles from their former country.
_______ C. Imported garments are more expensive because they are a status symbol.
_______ D. Our consumers prefer the quality of imported goods.
_______ E. Most consumers do not understand their role in the nation's economy.

20. Check the statement which is FALSE relative to the movement of fashion trends.

_______ A. High fashion clothing is not usually available in a price range which the middle income group can afford.
_______ B. The design of mass-produced clothing is often influenced by high fashion clothing.
___X___ C. Designers introduce new clothing designs when the lower class has begun wearing imitations of previous fashions.
_______ D. Upper class persons see more difference between the clothing which they wear and that worn by the middle class than middle class persons see in the same types of clothing.
_______ E. None of these is false.

21. Check the statement which best indicates the probable origin of future fashion trends.

___X___ A. Designers in fashion centers around the world may determine the major trends in fashion.
_______ B. Styles which are accepted by mature young women set trends in fashion.
_______ C. The fashions which are most advertised in popular fashion magazines may set major trends.
_______ D. Imported clothing which is copied may set trends for fashion.
_______ E. Upper class women who design their own clothes may discover styles which later become major fashion trends.

22. One example of a textile law is the Wool Products Labeling Act. It provides that wool must be labeled "Virgin", "Reprocessed", or "Reused". The percentage of each type of wool must be given if it is 5% or more. Check the statement which best describes the purpose of this type of law.

_______ A. Manufacturers can more efficiently utilize available wool because they are allowed to use old wool a second time.
_______ B. Consumers can use the right type of wool for the right purpose.
___X___ C. Consumers and persons in the textile industry can tell what type of wool a product contains by reading the label.
_______ D. Store personnel are able to give accurate information to consumers.
_______ E. Reused wool is not usually used for articles of clothing which come in contact with the body.

23. Assume that each of the following statements of a clothing advertisement is factual. Check the one which gives the most information about the garment.

_____ A. Give yourself a valentine: lingerie adorned with hearts and flowers.
_____ B. Get your beauty sleep in this candy-striped pique gown. Matching scuffs with daisy chain fasteners make your petite new sleepwear into a lounging outfit.
_____ C. Fitting and pretty for any active girl, these pants are painted in pastels to put the accent on YOU. Wear them with a pretty blouse to a feminine affair or with a bulky sweater to an outdoor sporting event. Order yours now.
_____ D. Janelle's very vogue-y look in cheery cotton can be yours for a very reasonable $11.95.
__X__ E. Wear a raspberry sherbet long sleeved dacron blouse back to school.

24. Mrs. Johnson is dissatisfied with the gurgling noise made by her automatic washer. Check the statement which best describes what she could do in this situation.

_____ A. She could write to the company to request that the cost of the washer be refunded. She could warn her friends so others won't purchase a washer that gurgles.
_____ B. She could accept the gurgling noise because she has used the appliance with very hard water, and it is likely that minerals have been deposited inside the washer.
__X__ C. She could write to the manufacturer or visit the retailer and explain the gurgling noise.
_____ D. Mrs. Johnson will remember not to buy appliances at discount stores again as they do not guarantee their products.
_____ E. Mrs. Johnson will not threaten the pleasant relationship in her marriage by complaining about the noise to her husband. She knows she is very nervous so perhaps she is the only one who is bothered by the noise.

25. The tag on a swimsuit says, "Treat your SWIMMATE with the care that such a fine garment deserves. Rinse it in clear water after each swim, then press out the moisture with a towel and allow the suit to dry in the shade." Which statement is true about the swimsuit?

_____ A. Sunshine will cause the swimsuit to fade.
_____ B. Detergent will not easily be rinsed out of the swimsuit.
_____ C. Moisture may be removed from the suit by spinning in a gentle automatic washer.
_____ D. The suit may fade if it is worn in chemically treated water.
__X__ E. None of these are indicated by the information on the label.

26. Careers in textiles and clothing are often over-estimated to be glamorous and exciting. Check the statement which best summarizes the reason for this.

__X__ A. A limited number of persons who have made a career in the fashion industry have positions which are admired.
_____ B. There are good opportunities for advancement and publicity in the fashion world.
_____ C. The salaries are excellent in spite of the work requiring specialized skills.
_____ D. Many fashion-associated careers provide a good opportunity for travel.
_____ E. It is easy to view the fasion designer in his career today without thinking about the extensive preparation.

27. After analyzing her wardrobe inventory, Susan felt there were a number of items which were no longer appropriate and that she also needed a number of new items of clothing. Since her family had developed a budget plan, each family member had a clothing allowance. Check the statement which best identifies the contribution of a budget which considers the needs of all family members.

_____ A. Understanding of expenditures is gained by participation of family members in budget planning.
_____ B. Family relations are strengthened by budgeting together.
_____ C. Susan would know how much money her family allows for her clothing and that she will probably need to earn additional money to buy any other clothing she desires.
__X__ D. More satisfaction may be achieved when clothing expenditures are planned in relation to the needs of all family members.
_____ E. The amount and use of family income for clothing is influenced by other family expenditures.

28. Susan discovered that her share of the family clothing budget was nearly spent and that she would need to carefully plan further expenditures to be certain she acquired only items she really needed. Susan and her mother thought in terms of what she would need for the remainder of the year and what clothing items would go together as they developed a plan for spending. What is Susan most likely to have learned from this experience?

_____ A. A double duty item is an excellent money saver.
__X__ B. Planned spending for clothing may result in better utilization of resources.
_____ C. A clothing budget includes the cost of the "upkeep" of clothing.
_____ D. It is a mistake to buy something that can be worn with only one item of clothing.
_____ E. It may be necessary to earn extra money to have the clothes one needs.

29. Elaine would like to wear a new dress to the FHA banquet. She is deciding whether she will make this garment or purchase a ready-to-wear dress. Which of the following factors would you suggest Elaine consider first in making her decision?

__X__ A. Does Elaine have the time and ability to sew a dress before the banquet?
_____ B. Does Elaine already have a dress which would be appropriate for the banquet?
_____ C. Has Elaine seen a ready-to-wear dress which she would like to buy?
_____ D. Are others in Elaine's class making or buying new dresses for the banquet?
_____ E. Can Elaine afford a new dress?

30. Elaine decided to sew a dress for the banquet because it would cost her less than buying one of the same quality. She worked late several evenings in order to finish the dress. When the dress was completed, Elaine felt that her black heels were not appropriate with her pretty cocoa-beige dress, so she went on a quick shopping trip and purchased some matching shoes. Elaine looked very attractive with her new outfit, but she had a general feeling of dissatisfaction. Check the statement which best describes the basis for her dissatisfaction.

_____ A. Elaine was tired because she had gone shopping for shoes shortly before the banquet.
_____ B. Elaine's mother was displeased that she decided to purchase new shoes.
_____ C. Elaine wishes she had purchased a ready-to-wear dress for the banquet.
__X__ D. Elaine wanted to save money, but she did not do so when she decided she needed new shoes to complete the outfit.
_____ E. Elaine was tired because she had to spend several evenings working to finish her dress.

31. Andy is interested in physical well-being and participates in athletic events at school. Which statement best describes why he is happy with the team's new practice suits made of stretch fabric?

_____ A. The new suits are more attractive because they do not look so stretched out after a strenuous practice session.
_____ B. The elasticity of the suits makes them retain their shape better than the old suits.
__X__ C. The new suits "give" when the body bends, so they do not restrict movement.
_____ D. Stretch fabric is popular for almost any clothing worn during physical activity.
_____ E. Stretch fabric suits make it possible to launder them more frequently than the old ones because they can be washed in an automatic washer and do not require ironing.

32. Which of the following physical and chemical characteristics of a fiber DOES NOT affect the use of a textile product?

_____ A. Reaction to heat
_____ B. Length of fibers
_____ C. Absorbancy
_____ D. Elasticity
__X__ E. None of these

33. Check the statement which best states the principle relating the use of textiles to fiber characteristics.

_____ A. Strength and flexibility affect the use of a textile product.
__X__ B. The use of a textile product and fiber characteristics determine the method of construction.
_____ C. Fiber characteristics determine the method of obtaining the necessary strength of the finished product.
_____ D. Characteristics of the fibers affect the fabric products.
_____ E. The use of a textile product determines the characteristics of the fibers.

34. Which of the following characteristics of a yarn DOES NOT affect the uses of a textile product?

_____ A. Length of the fibers
_____ B. Strength of the fibers
_____ C. Tightness of the twist of the fibers
__X__ D. Name of the method of dyeing
_____ E. Method of combining different fibers in the same yarn.

35. Check the statement which describes a method of structuring fabric.

_____ A. Knitting is a weaving method looping two yarns together.
__X__ B. Felting is a method of fabric construction by which fibers are pressed together to form a fabric.
_____ C. Bonded fabrics are strong because they have two types of fibers woven into separated layers.
_____ D. Satin, twill, plain, and basket are four types of weaving.
_____ E. All of the above statements describe fabric construction.

(over)

36. Finishes are applied to fabrics to improve their quality. Check the statement that DOES NOT describe an improvement in quality which is caused by a finish.

[✓ A.] The fabric is woven in such a way that a third yarn is cut to form "pile".
_____ B. Loosely woven fabric is stiffened by filling up the spaces between the yarns with sizing.
_____ C. Rain is repelled because the fabric has been treated with a substance to lower the rate of absorbency.
_____ D. Stains are resisted because the fabric has been treated with an appropriate repellent.
_____ E. The surface of a fabric is shiny and luxurious because it has been subjected to firm brushing in a roller to raise the surface fibers.

37. Different types of finishes are used at various times on the same fabrics. Some types are more difficult to apply, and some finishes are not used with particular fabrics at all. Check the statement which best explains the principle relating to use of finishes on fabrics.

_____ A. The type of fabric determines what finish will be used.
_____ B. Fabrics are treated with a relatively simple finish so the cost will not become too great.
_____ C. Fabrics may have a variety of finishes applied.
[✓ D.] The finish applied to a fabric is determined by its expected end-use.
_____ E. The type of finish depends upon the qualities of the fabric.

38. Which of the following methods IS NOT appropriate for adding decorative design to a fabric?

_____ A. Weaving
_____ B. Printing
[✓ C.] Sizing
_____ D. Napping
_____ E. Embossing

39. A textile producing company is experimenting with various methods of adding decorative design to the fabric to be used for seat covers. How would the method selected affect the product?

_____ A. The least expensive method of adding decorative design will minimize production costs.
_____ B. By doing research on one of their problems, the company will not lose contact with business associates who believe in making improvements as needs change.
[✓ C.] The manner in which decorative design is applied may affect the cost and use of the fabric.
_____ D. A new method of adding decorative design may improve the sales because people are anxious to try new products.
_____ E. The seat covers may be more practical if the decorative design is carefully planned.

40. Check the statement which best summarizes the relationship between a specialty fabric, such as fur or leather, and handling techniques.

_____ A. Hems can easily be seen so they need to be constructed in an appropriate manner for the fabric.
_____ B. The fabric and pattern determine the method of construction.
_____ C. Hand stitching often shows the least and is strong enough if the correct technique is used.
__X__ D. The fabric characteristics dominate the pattern selection and method of construction.
_____ E. When buying fabric, less is needed than indicated on the pattern because these fabrics have no grainline.

41. The experience of sewing and care of specialty fabrics may be most interesting. Which of the following best describes the most valuable learning which might be achieved by this experience?

_____ A. The ability to determine whether a new fabric is or is not a "specialty fabric".
__X__ B. The ability to determine techniques to be used for different fabrics which have characteristics with which one is familiar.
_____ C. The ability to help another person who is sewing with a fabric with which one has had experience.
_____ D. The knowledge of how to sew and care for the common specialty fabrics.
_____ E. The ability to determine whether a specialty fabric would be appropriate for a particular pattern.

42. Check the statement which best describes the principle of selecting a method by which to line a tailored garment.

_____ A. Various methods may be used for application of a lining.
__X__ B. The fabrics and the pattern determine the method by which a lining is applied.
_____ C. The directions given on the pattern guide are used because they were prepared for the pattern and fabric.
_____ D. A lining gives a garment shape and keeps it from stretching.
_____ E. Someone who has had experience with linings knows the possible problems and can help another person to learn the reasons for the steps.

43. Abby has accurately followed the steps from cutting to pressing her finished tailored suit. Check the statement which best describes what Abby may have learned from this experience.

_____ A. Abby has learned the principles of fabric selection for tailored garments.
_____ B. Abby can evaluate tailored garments.
_____ C. Abby can judge quality in ready-to-wear tailored garments.
_____ D. Abby has learned how to select accessories to wear with a suit.
__X__ E. Abby may not have learned any of the above from her experience.

44. Janet has seen a picture of a dress she thinks would be suitable for her personality and wardrobe needs. She has found a basic pattern and wishes to change the style of the bodice to be like the picture. Check the concept which Janet NEED NOT consider when planning and preparing her pattern.

_____ A. Ease of the pattern
__X__ B. Color of the fabric
_____ C. Janet's figure
_____ D. Balance of parts of the pattern
_____ E. Method of construction of the garment

(over)

45. Check the statement which best summarizes her objective in changing the design of the pattern.

X A. Janet wishes to make alterations utilizing the picture she has found as she feels that the parts of the pattern design are not interesting.

____ B. Janet wishes to develop her design without changing the size or appearance of the basic pattern.

____ C. Janet wishes to develop her design without altering the size or fit of the basic pattern.

____ D. Janet likes to make use of original ideas because they were designed especially to fit her needs.

____ E. Janet wishes to minimize her inferiority complex by wearing a dress which accentuates the favorable qualities of her personality.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Vocational Education
Home Economics Unit
Code XI-B-138(b)

CLOTHING TEST FOR GRADE TWELVE

Total Points __30__
Number Missed ________
Score ________

Name ____________________
School ____________________
Date ____________________

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the questions.

1. Mrs. Brown is shopping for a layette for the baby she is expecting. Check the statement which would help her in selecting clothing for her baby.

_____ A. Purchase five to six lightweight baby blankets.
__X__ B. Select, but wait until the baby is born to buy shirts, sweaters, and nightgowns.
_____ C. Purchase one to two dozen diapers unless using a diaper service.
_____ D. Select items which are fastened like adults' clothing.
_____ E. Avoid clothing items that do not come in sealed packages.

2. Mrs. Brown plans to return to work when the baby is two months of age and hire someone to care for the younger children in the family. Therefore, which of the following could have the greatest influence on the cost of clothing for Mrs. Brown's baby?

_____ A. Mrs. Brown's educational level and work experience.
_____ B. Whether the Brown's reside in a rural or an urban area.
_____ C. Age of the other Brown children.
_____ D. Occupation of Mr. Brown.
__X__ E. Amount of convenience at dressing time desired by Mrs. Brown.

3. Mrs. Brown wishes to evaluate some items of infant clothing as to convenience for the mother and wearability for the infant. Which of the following criteria would best suit her needs?

_____ A. Quality of clothing.
_____ B. The needs of the infant and the values of the mother.
__X__ C. Durability, ease of care, needs of the infant.
_____ D. Durability, aesthetic values of the clothing, needs of the infant.
_____ E. Durability, ease of care, values of the mother, needs of the infant.

(over)

4. Mrs. Brown's baby won six months of free diaper service. When he was six months old, Mrs. Brown decided to purchase diapers which would require a minimum of time and energy. The Brown's own a conventional washer. Their home is about two miles from a laundromat, and for convenience Mrs. Brown frequently does the baby's laundry there. She feels, however, that conventional washers do get clothes cleaner. Which of the following alternatives would you suggest for Baby Brown?

_____ A. Buy large prefolded diapers; launder them at home, dry them on lines in the basement, and press them to remove wrinkles.
_____ B. Continue the diaper service.
_____ C. Buy rectangular diapers and plan to wash and dry them at the laundromat.
_____ D. Buy small prefolded diapers and try laundering them at home and at the laundromat before making any decision.
X E. Buy large prefolded diapers and plan to wash and dry them at the laundromat.

5. Check the reason that best explains your choice of alternatives.

_____ A. She could afford to pay extra for the convenience of diaper service since she is working.
X B. It would be convenient to launder the diapers at the same time as the other clothes for Baby Brown.
_____ C. Rectangular diapers can be folded to fit any size baby.
_____ D. It would be less expensive to launder diapers at home.
_____ E. The examination of several alternatives will aid in making a decision.

6. Tommy Brown was ready to begin school. Mrs. Brown was concerned as to the kind of clothing most suitable. She was considering the effect of her selections upon Tommy. Check the statement which will NOT contribute to Tommy's psychological development.

_____ A. Clothes may help in the development of the character of a child.
_____ B. They may help to insure mental health by developing in the child a sense of responsibility and cooperation.
_____ C. The type of clothes worn may increase the confidence of the child.
X D. The clothes selected will provide incentive for Tommy to improve his grades.
_____ E. The clothes he wears may protect him from ridicule by his classmates.

7. Regardless of income, families spend about the same percentage of disposable income for clothing. However, in lower income families, parents generally sacrifice more from their personal clothing budgets for children's clothing than in families with more income. Check the statement which best identifies an underlying factor.

_____ A. Low income families must, by necessity, purchase low quality clothing for their children.
_____ B. Children's clothing becomes worn out more quickly than adults' clothing thus requiring greater expenditures.
_____ C. Middle and upper income families have more education and know better what clothing their children need.
X D. The price range of children's clothing is not as great as the range for adults clothing.
_____ E. Children outgrow their clothing more quickly than adults thus requiring more frequent replacement.

8. Susan is four. her mother wishes to help her to develop a sense of responsibility in the area of clothing. Which of the following is appropriate for obtaining this goal?

____X A. Most of Susan's clothing is constructed so she is able to put it on and remove it alone.
_____ B. A wise mother helps her children to develop a sense of responsibility when they are young.
_____ C. If Susan forgets to put away her clothing her mother reminds her before she does anything else.
_____ D. When shopping with her mother, Susan is given limited choice in selecting her clothing.
_____ E. Susan's mother makes plans to help her develop a sense of responsibility when she is almost ready to begin school.

9. A man's clothing habits and expenditures are determined primarily by

_____ A. total family income.
_____ B. the number of children in the family.
____X C. his occupation.
_____ D. his leisure activities.
_____ E. his family's attitude toward clothing.

10. Check the statement which best identifies why women could study about men's clothing.

_____ A. Mothers may help their sons as they learn to select and care for clothing.
_____ B. More realistic clothing budgets may be developed when needs of men are understood.
_____ C. Women may select much of their husband's clothing.
_____ D. Many principles of men's clothing are transferrable to women's clothing.
____X E. Any of the above may describe why women study about men's clothing.

11. Men do not wear as great a variety of clothing as women because

____X A. they feel a pressure to conform to occupational standards set by men.
_____ B. since men's clothing is more expensive generally, many men feel it is wise to buy basic clothing.
_____ C. men are not attractive in a wide variety of clothing.
_____ D. women enjoy variety more than men do.
_____ E. men are not often judged by their clothing in our society.

12. Mary Andrews is selecting a sport shirt for her husband. Which of the following is the LEAST IMPORTANT for her to consider?

_____ A. Colors which complement Mr. Andrew's complexion and eyes
_____ B. Style and color which fit Mr. Andrew's personality
_____ C. The type of laundering and other care required for the shirt
____X D. A new style of neck opening which she has seen several of his friends wear
_____ E. Appropriateness of the shirt for his activities

13. Special clothing for pregnant women was not introduced until after 1900. Which of the following DID NOT influence society's change in attitude toward the increased importance of maternity clothing?

_____ A. Women no longer are expected to remain in seclusion during pregnancy.
__X__ B. The obvious change in silhouette requires a different type of clothing.
_____ C. Pregnant women are expected to carry on normal social activities.
_____ D. Many women continue employment during part of the pregnancy.
_____ E. All of the above contributed to the introduction of maternity clothing.

14. Women between 40 and 50 sometimes become very clothes-conscious. Check the statement which is most likely the reason for a revived interest in clothing at this time.

_____ A. Middle-aged women feel that they are beginning to look old, so they subtract from their age by careful selection of clothing.
_____ B. Body contours change at this age, so when new clothing is needed an interest in appearance is revived.
_____ C. As women grow older, they prefer dressier clothing than at a younger age.
__X__ D. Parents generally have more time and money available with fewer children living in the home.
_____ E. Much clothing and hair coloring is available to help a middle-aged woman appear younger.

15. Anita plans to be married this year. Until her fiance finishes his education in two years, she plans to be a working wife. Anita wishes to purchase a warm multi-purpose coat which she will be able to wear for at least three winters. On the basis of what is given, which of the following would be an appropriate choice?

_____ A. A three-quarter sleeve length cashmere coat in a basic color which is becoming to Anita.
_____ B. A long-sleeved wool coat in a contemporary color which complements Anita's coloring and personality.
__X__ C. A long-sleeved wool coat in a basic color and style which are becoming to Anita.
_____ D. A long-sleeved full length black wool coat with fur trim around the collar.
_____ E. A suede car coat in a color which is becoming to Anita.

16. Check the statement which best identifies the contribution of a budget which considers the needs of all family members.

_____ A. Family relations are strengthened by budgeting together.
__x__ B. More satisfaction may be achieved when clothing expenditures are planned in relation to the needs of all family members.
_____ C. The amount and use of family income for clothing is influenced by other family expenditures.
_____ D. Children know how much money their family allows for their clothing and can decide whether it will be necessary to earn additional money for the clothes they want.
_____ E. Understanding of expenditures is gained by participation of family members in budget planning.

17. Which of the following WOULD NOT reduce clothing expenditures within a family?

_____ A. Making use of hand-me-down clothing whenever possible.
_____ B. Sewing part of the clothing needed by the family.
_____ C. Sharing some of the seldom-used clothing within the family.
__X__ D. Children earning part of the money for their clothing.
_____ E. Making over clothing which is no longer worn.

18. In the five years which the Andrews have been married, their family has grown to four. Dan is 2 and Dave is almost 1 year old. The family is having difficulty stretching the clothing budget to meet their needs. Which of the following DOES NOT contribute to the problem which many young families have in staying within the clothing budget?

_____ A. The children's clothing inventory needs to be built as well as frequently replaced because it is often outgrown.
_____ B. The breadwinner in the family has not advanced in his occupation so as to receive compensation equal to his expected income.
_____ C. Parent's clothing may be in need of replacement because it has been neglected during the early years of marriage when home furnishings were more desperately needed.
__X__ D. Many expanding families have difficulty keeping their clothing expenditures within the budget.
_____ E. All of the above contribute to the problem.

19. When Dan reached 9 and Dave 7 years of age, Dave was very unhappy because he felt that he must always wear hand-me-downs while Dan gets new clothes. The Andrews are concerned about Dave's reactions. Check the statement which would be LEAST EFFECTIVE in helping Dave to develop a wholesome concept of self.

_____ A. Do not expect Dave to wear hand-me-downs when the clothing is no longer fashionable.
__X__ B. Explain to Dave that it is practical for him to wear the clothing which Dan has outgrown.
_____ C. Complement Dave on clothing which is particularly becoming to him.
_____ D. Buy something new which Dave would like to wear with a particular hand-me-down garment.
_____ E. Expect Dave to wear only the clothing which is becoming to his physique and personality.

20. Check the statement which describes a method of structuring fabric.

_____ A. Knitting is a method of weaving which involves looping the two yarns together.
__X__ B. Felting is a method of fabric construction by which fibers are pressed together to form a fabric.
_____ C. Bonded fabrics are strong because they have two types of textiles woven into separate layers.
_____ D. Satin, twill, plain, and basket are four types of weaving.
_____ E. All of the above statements describe fabric construction.

(over)

21. Check the statement which best states the principle relating the use of textiles to fabric characteristics.

_____ A. Strength and flexibility of the fiber affect the use of a fabric.
_____ B. Characteristics of fibers affect the fabric.
X C. Fiber characteristics determine the finishing method mecessary to obtain a fabric appropriate for the intended use.
_____ D. The use of a textile product determines the method of construction.
_____ E. The characteristics of the fibers used in a fabric determine the method of construction.

22. Finishes are applied to fabrics to improve their quality. Check the statement that DOES NOT describe an improvement in quality.

X A. The fabric is woven in such a way that a third yarn is cut to form "pile".
_____ B. A loosely woven fabric is stiffened by filling up the spaces between the yarns with sizing.
_____ C. Rain is repelled because the fabric has been treated with a substance to lower the rate of absorbency.
_____ D. Stains are resisted because the fabric has been treated with an appropriate repellent.
_____ E. The surface of a fabric is shiny and luxurious because it has been subjected to firm brushing in a roller to raise the surface fibers.

23. Mrs. Andrews is selecting fabric for draperies for the boys' room. She would like these to be appropriate for several years as well as keeping the cost low. Which of the following may be the wisest choice?

_____ A. Unlined heavy cotton print with zoo animals in bright colors.
_____ B. Unlined velveteen in a color to complement the room.
X C. Lined denim in a color both boys like.
_____ D. Lined pastel nylon organdy.
_____ E. Lined corduroy with a neutral-colored geometric design.

24. Check the item which most often has the greatest effect on the price of a garment.

_____ A. Type of credit available to the customers.
_____ B. Suitability of the garment to the personality of the wearer.
_____ C. Color of the garment.
X D. Brand name of the garment.
_____ E. Availability of a saleslady.

25. Check the statement which is most likely to result when criteria are used to judge ready-made garments before purchasing them.

_____ A. The purchaser will select items which are appropriate for his personality.
X B. Greater satisfaction may result when appropriate criteria are utilized.
_____ C. The purchaser may select items which are inexpensive.
_____ D. Only useful garments will be purchased.
_____ E. All of the above will result if criteria are used to judge ready-made clothing.

26. Ann is a senior and wishes to purchase a slip. After graduation from high school, she will be attending college and living in a dormitory. Which of the following would best serve her needs?

_____ A. A double-paneled, full-length slip of white cotton.
_____ B. A black nylon half slip.
_____ C. A full-length nylon slip in a pastel color.
_____ D. A full-length white dacron slip which does not require pressing.
__X__ E. Not enough information is given.

27. Ann is a careful consumer. Her new slip has been laundered once and has several runs up the back. Check the statement which describes what she could do in this situation.

_____ A. She could write to the company to request that the cost of the slip be refunded.
_____ B. She could accept the runs because she has laundered the garment in an automatic washer.
__X__ C. She could either write to the manufacturer to describe the problem or show the garment to the retailer.
_____ D. Ann will remember not to purchase items at discount stores again as they do not guarantee their products.
_____ E. Ann could ask her mother to help her with wardrobe purchases so she does not buy poor quality goods in the future.

28. The tag on the swimsuit says, "Treat your SWIMMATE with the care that such a fine garment deserves. Rinse it in clear water after each swim, then press out the moisture with a towel and allow the suit to dry in the shade". Check the statement which is most accurate about the swimsuit.

_____ A. Sunshine will cause the swimsuit to fade.
_____ B. Detergent will not easily be rinsed out of the swimsuit.
_____ C. Moisture may be removed from the suit by spinning in a gentle automatic washer.
_____ D. The suit may fade if it is worn in chemically treated water.
__X__ E. None of these are indicated by the information on the label.

29. Check the reason which best explains your answer.

_____ A. Since the suit must dry in the shade, sunshine may cause fading.
__X__ B. A consumer cannot assume reasons for the directions on the label.
_____ C. The label usually specifies if a fabric has been treated to resist chemicals.
_____ D. It must be difficult to rinse detergent from the suit since the label recommends using clear water.
_____ E. Certain cycles on automatic washers have been designed to take the place of hand care.

30. Mrs. Andrews has used coin-operated dry cleaning machines several times. She feels that the newly cleaned draperies look as nice as when she paid twice as much to send them out to be cleaned and pressed. Mr. Andrews insists that his trousers do not stay pressed as well as when they are cleaned and pressed professionally. If Mrs. Andrews is concerned about the happy family relationships but needs to economize to stay within their budget, what could she do?

_____ A. Mrs. Andrews could suggest that her husband pay for the cleaning bills out of his recreation allowance or increase her household allowance.
_____ B. Mrs. Andrews could convince him by explaining that her friends' husbands wear trousers which are cleaned in coin-operated machines.
__X__ C. Items which do not require much pressing could be cleaned in coin-operated machines and other garments could be professionally cleaned and pressed.
_____ D. Mrs. Andrews could become skilled at pressing men's trousers by enrolling in an adult class on selection and care of men's clothing.
_____ E. She could ignore her husband because he is merely jealous that she has found a satisfactory way to reduce expenditures for the care of clothes.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Vocational Education Section
Home Economics Unit
Code XI-B-138(c)

Total Number of points 75
Number Missed ______
Score ______

Name ______________________
School ______________________
Date ______________________

Child Development Test for Seventh Grade

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the question.

1. Four year-old John has been told many times by Susan, the baby-sitter, to put his toys away. John never seems to remember as he must always be reminded. What would you do if you were Susan? Check the answer you think best.

___ A. Pick up the toys yourself for him.
___ B. Explain to him that they may be broken if someone steps on them.
X C. Keep on reminding him to put his toys away.
___ D. Help him pick up his things, but let him pick up most of them.
___ E. Scold him if he does not pick them up.

2. Check the reason for choosing your answer.

___ A. Children can learn to take some responsibility.
X B. Small children do not remember things very long.
___ C. A baby sitter is in charge when the parents are away.
___ D. John is too small to do the job all by himself.
___ E. Children disobey deliberately and John is especially stubborn.

3. Tommy, who is 5, has several of the neighborhood children over to play, but Tommy is very irritable and refuses to share his toys. Check the suggestion which you think might be desirable.

___ A. Send the other children home because Tommy refuses to play.
___ B. Supervise a game which would interest all children.
___ C. See if Tommy has a temperature.
___ D. Punish Tommy by sending him indoors.
X E. Suggest that the children take turns in playing with the various toys.

4. Two-year old Timmy has taken a toy away from a playmate. Which of the following would his mother do first?

___ A. Spank him for misbehaving.
___ B. Scold him firmly.
X C. Remind him that the toy belongs to someone else.
___ D. Take the toy away from him.
___ E. Give him another toy.

5. Children are more likely to play with each other if they are

___ A. about the same age.
___ B. both the same sex.
___ C. of greatly different ages.
X D. old enough to share in same play activity.
___ E. have supervision from an adult.

(over)

Jane is planning to buy Christmas gifts for several of her young nephews. She wants to choose the type that are most suitable to the age level of each. They are:

A. under one year of age
B. between one and two
C. between two and three
D. between three and four

Place the letter representing the age group in the blank before your choice of toy.

B 6. toy telephone
C 7. large wooden beads
C 8. large crayons
B 9. rubber balls
D 10. carpenter's tools
D 11. wagon
B 12. building blocks
A 13. rubber doll
D 14. puzzle with large pieces
D 15. paint set

Mary is selecting a gift for each of her older sister's children. Below is a list of toys from which she is to choose. Place the letter of the toy which is most suitable for each child in the first blank before his name, and place the number of the reason for your selection in the second blank in front of each child's name.

TOY

A. Toy sewing machine
B. Little Nurse set
C. Erector set
D. Graduated box set
E. Wind-up car

REASON

1. Develops coordination
2. Could be used by children of various ages
3. Satisfies need for something to love
4. Likes to imitate adults
5. Develops creative ability

TOY	REASON	CHILD
16. C	17. 5	Bob, age 8 years
18. B	19. 4	Mary, age 5 years
20. D	21. 1	Ann, age 18 months

22. An aunt gave 20 month old Susie a set of garden equipment for her birthday. Susie was unhappy about the gift. What error had the aunt made in selecting the play equipment? Place an X in the blank at the left.

___ A. It didn't stimulate Susie's imagination.
X B. It wasn't suited to her stage of development.
___ C. The set was too small.
___ D. Susie couldn't manage the equipment herself.
___ E. The set was unattractive and not colorful.

(1) Jack, age 2, and David, age 4, were playing in their yard. (2) Jack was busily playing in the sandbox with his pail and shovel and some toy cars. (3) David was occupied with his building blocks in the construction of a garage. (4) When David completed the garage, he reached for the cars Jack was using. (5) Jack cried, "These are mine."

23. Each of the above sentences are numbered. A discussion of this problem would be centered around the points made in
____ A. sentence 1.
____ B. sentences 2 and 3.
__X__ C. sentences 2 and 4.
____ D. sentence 5.

24. Which of the following sentences would help in reaching a conclusion?
__X__ A. Children use play materials in different ways at different stages of development.
____ B. Simple toys are more challenging than complicated ones which can be used only for one type of place.
____ C. Children share toys and play together cooperatively at different stages.
____ D. Young children are happy digging.

25. Jane is faced with the problem of selecting toys for her FHA chapter which they plan to give to the children's ward in the local hospital. She selected some story books, household articles--dishes and telephone, put together toys, a view master and reels, number games, and a globe. Which of the following characteristics was she most concerned with?
____ A. Meeting the requirements of those using them as to size and form.
__X__ B. Helping the child gain some competence for living in the world.
____ C. Strengthening relationships with others.
____ D. Arousing imagination and creative thinking.
____ E. Justifying cost in quality rather than quantity.

26. Three year old Mary has trouble falling asleep at night. She usually naps from 1 to 2:30 and goes to bed around 7:30. Even after a warning she doesn't want to stop playing and once in bed is always asking for something. Which of these might improve the bedtime procedure?
____ A. Omit the afternoon nap.
____ B. Let her stay up longer.
__X__ C. Read her a story at bedtime.
____ D. Give her a longer warning time.
____ E. Pay no attention to her questions.

27. Check the reason for your answer.
____ A. Mary needs more attention.
____ B. If she gets very tired, she will go to bed without any trouble.
____ C. She needs a longer warning period.
__X__ D. She needs help in relaxing.
____ E. Mary is very active.

28. Timmy will not go to bed at night; to remedy this situation his parents might first:
____ A. promise him candy if he will go to bed.
____ B. tell him a policeman will come if he does not go to bed.
__X__ C. give him a warning of bed time 10 minutes beforehand.
____ D. spank him.
____ E. read him a story.

(over)

Mark (x) before each choice which you believe would best answer the following four problems and (0) before each which would not be desirable.

Sue is taking care of Timmy who is two years old. His parents are out of town for the evening. It is time for Timmy to go to bed, but he insists on eating first. His mother failed to mention what Timmy could have to eat. What would be desirable for Sue to give him?

X 29. Bread and butter
0 30. Coke
0 31. Candy bar
0 32. Cold meat sandwich with horseradish
X 33. Milk and graham cracker
X 34. Orange juice
0 35. Spice cake
0 36. Sausage
X 37. Vanilla ice cream

Mealtimes for children are made more enjoyable through the use of
X 38. bit-sized pieces.
X 39. colorful foods.
0 40. mixed foods, as in casseroles
X 41. finger foods.
X 42. familiar foods

Mark is three years old and a problem eater. The best action for his parents to take is to
0 43. let him have dessert only if he cleans his plate.
0 44. eliminate all between-meal eating.
0 45. tell him he'll never grow to be strong and healthy unless he eats.
X 46. make as little fuss as possible over the situation.
0 47. develop a regular schedule for times to eat.

Billy, a three-year old, overturns his glass of fruit juice and the juice lands on the table at Jane's place next to him. Billy does manage to catch the cup before it reaches the floor. Select the statements which you feel would be most suitable in the situation.
0 48. Have Billy remain in his chair while you clean up the juice.
0 49. Tell Billy he should be more careful. Ignore the fact that he caught the cup.
X 50. Give him a towel to help clean the table as Jane is using his paper napkin to wipe up the spilled juice.
0
____ 51. Tell him that nice children keep still while they are drinking juice.
X 52. Say to him, "You reached for the cup quickly. That's fine. Together we can wipe up the spilled juice in no time."

53. Mrs. Smith wants to purchase new clothes for Jean, age 5, who is just about to enter kindergarten. One of the most important considerations would be to select
____ A. fashionable dresses for Jean to wear to school.
X B. garments with simple, easy to manipulate fastenings.
____ C. clothes that will fit her when school begins.
____ D. garments which will be somewhat different from the others in school.
____ E. clothes in a variety of colors.

Sally was fascinated with dressing and undressing herself. Her mother was planning to buy her a new outfit which would help in this task.

54. Which of the following would you suggest that she buy?
____ A. A print dress with small buttons down the back.
____ B. A sailor dress having a front opening with snaps and a bow tie.
[✓ C. A coat style dress with large buttons down the front.]
____ D. A sport shirt and slacks with elastic waistband.
____ E. A princess style dress with a zipper in front.

55. Check the reason for your choice.
____ A. Children need an opportunity to practice manipulative skills.
____ B. Eye-hand coordination is easily mastered.
[✓ C. A variety of fastening devices develops manipulative ability sooner.]
[✓ D. The fastening device used needs to encourage independence in the child.]
____ E. Children follow a ritual in learning to dress themselves.

56. If a child becomes engrossed in play and forgets to hang up his clothes, what might you do ?
____ A. Make an issue out of it by taking away his favorite toy.
____ B. Insist that he hang them up before doing anything else.
[✓ C. Hang them up this time.]
____ D. Have hooks and other devices which make it easy to care for his clothes.
____ E. Have a definite time for this task.

57. Mary checked their home using a safety check list. She found the following features. Which one needs to be remedied if there are small children in the home?
____ A. Medicine cabinet with a lock.
____ B. Well-lighted stairway with "gate".
____ C. Storage units for toys.
[✓ D. Cleaning supplies in a base cabinet.]
____ E. Sturdy outdoor play equipment.

58. The seventh grade class at Jefferson were discussing the equipment needed for a play school. Mary was concerned about the learning taking place with each toy while Susan felt strongly about the safety features of each. Which of the following identify further Susan's concern for safety?
____ A. Toys need designated storage places.
[✓ B. The condition of the toys needs to be checked regularly.]
____ C. Plenty of room needs to be available when children play.
____ D. Children need to be encouraged to put their toys away.
____ E. Children need to learn to use toys properly.

59. An important unstated assumption involved in this concern is that
____ A. the room looks neat when toys are stored in designated places.
____ B. sufficient space is needed to eliminate accidents
____ C. children learn safety practices when they care for their toys.
[✓ D. accidents may be avoided if toys are in good condition.]
____ E. proper use of toys prevents accidents.

(over)

Jane was planning to have her own baby sitter's kit. After considering the safety rules discussed in class, she planned to include the items listed below. Mark with an (X) in the blank at the left those items which you feel are desirable and those which are undesirable with an (O). Then using the list of safety rules developed in Jane's class, identify the reason for your choice. The rules may be used more than once.

SAFETY RULES FOR PLAY

A. Keep all tiny, sharp pointed objects away from children.
B. Select toys that are larger than the child's two fists.
C. Articles that a child can pull over his head can be dangerous.
D. One needs to be prepared for emergencies.
E. Articles that have many uses may keep a child interested and away from danger.

		TOYS	REASONS FOR ANSWERS	
X	60.	crayons and pencils	e	61.
O	62.	pointed scissors	a	63.
X	64.	colored paper	e	65.
X	66.	adhesive bandages	d	67.
O	68.	plastic bags for toys	c	69.
X	70.	story books	e	71.
O	72.	small plastic toys	b	73.
X	74.	wallpaper	e	75.

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Code XI-B-138(c)

Total Points ________
Number Missed________
Score ________

Name ______________________________
School ______________________________
Date ______________________________

CHILD DEVELOPMENT TEST FOR NINTH GRADE

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement which you think best answers the question.

Part I

Miss Jones and her ninth grade homemaking class were in the process of developing activities that would aid in the growth and development of the children in their play school. The girls had developed a list of activities which included: playing with blocks and puzzles, using scissors, running and skipping games.

1. What kind of development had they considered? Check the answer you feel is correct.

____A. Social
____B. Emotional
__X__C. Motor
____D. Mental
____E. Personality

2. What important factor of growth didn't they consider when selecting their activities?

____A. Growth is a continuous process.
____B. Growth follows a pattern.
____C. Growth is not uniform in children.
__X__D. Growth consists of interrelated parts.
____E. Every child is unique in his development.

3. Your reason for selecting this answer is based upon which of the following?

____A. Motor skills may improve as a result of physical activity.
__X__B. One kind of growth affects the others.
____C. Certain activities help predict the next kinds of learning.
____D. Children need a variety of experiences to adjust to adult life.
____E. Children grow by spurts so may be ready at different periods.

Two five year old twins were ready to enter kindergarten. Jane was very petite, shy, and about 2 inches shorter than Susan, who was very active and interested in outdoor activities.

4. Check the reason you think best explains this difference.

____A. Susan had a better diet than Jane.
____B. Susan was probably larger when she was born.
__X__C. They are two different people.
____D. Their parents are quite different in size.
____E. Children grow and develop at different rates.

Mrs. Brown took two year old Bobby to visit her grandparents. She told Bobby that he would need to sit quietly as noise disturbed them. However, it was difficult for him to sit still for so long a time, and he began to fuss.

5. What would you do if you were Mrs. Brown?
____A. Make Bobby apologize to the grandparents.
____B. Threaten to punish him.
____C. Give him a spanking.
[✓ ____D. Give him some toys to play with that won't disturb others.]
____E. Make him sit quietly.

6. Check the reason for choosing your answer.
____A. Bobby needs to learn to mind.
____B. He can learn to play quietly.
[✓ ____C. He is at a very active stage.]
____D. He needs to learn to respect his elders.
____E. Two year olds can understand promises.

7. Although not everyone agrees on the desirability of allowing a child to become left-handed, if he shows that preference, those who support its desirability do so primarily for the reason that
____A. left-handedness is an expression of contrariness.
____B. changing a left-handed child to right-handed causes stuttering.
____C. a child becomes full of tension if he is forced to use the other hand.
____D. left-handedness encourages individuality in the child.
[✓ ____E. the child knows best which hand he prefers.]

Four year old Cathy is having trouble going to sleep in the afternoon. Her mother usually has put her to bed and tucked her in, leaving Cathy by herself. Lately Cathy refuses to go to bed. Her mother wonders what she might do. Cathy has not had a nap for several days, and is very cross toward the end of the day. She also refuses to go to bed at night.

8. Check the best procedure to be followed by her mother.
____A. Lie down with her.
[✓ ____B. Arrange some interesting experiences for her on the days she takes a nap.]
____C. Explain to her that on days when she takes a nap she may stay up later at night.
____D. Scold her and close the door to her room.
____E. None of the above.

9. Check the reason that best explains your answer.
____A. Better cooperation is obtained if experiences are shared.
____B. If children make their own decisions about some things they are learning to discipline themselves.
[✓ ____C. Children will cooperate if they can look forward to something pleasant.]
____D. Children need to learn to obey their parents.
____E. None of the above are satisfactory procedures to be followed.

10. Bedtime for the young child is a happy occasion if
____A. there is a new and exciting procedure.
____B. the child can decide how much rest he needs.
____C. the child takes toys to bed with him.
____D. a few minutes notice is given to the child.
[✓ ____E. there is a relaxed atmosphere in the home, especially at bedtime.]

Mrs. Brown was having difficulty with Bobby at meal time as he often refused his food.

11. What would you suggest she do?
____A. Coax him to eat.
____B. Send him to bed as punishment.
__X__C. Remove his food without any comment.
____D. Promise him something special if he eats everything.
____E. Give him only his favorite foods.

Mrs. Smith couldn't get 4 year old Debby to eat as much food as she felt Debby needed. However, Debby was in good health and had only crackers and fruit juice between meals. She does like most foods but will eat only a small amount.

12. Check the statement that indicates what you would do.
____A. Ignore the problem.
____B. Give her help at meal time by feeding her part of it.
____C. Have her stay at the table until her plate is clean.
____D. Give her small servings and insist they be eaten.
__X__E. Encourage her to eat as much as she wants of suitable foods.

13. Check the reason for your answer.
____A. Every child needs a balanced diet.
__X__B. Some people need less food than others.
____C. She may be trying to get attention.
____D. Children often need to be encouraged to eat.
____E. Children need to learn to eat everything served them.

Mrs. Smith had prepared the following menus for her family:

Orange Juice	Vegetable Soup	Salmon Loaf
Bacon	Peanut-butter Sandwich	Peas
Toast and Butter	Peaches	Raw Cauliflower
Milk	Milk	Toast Strips
		Fruit Jello
		Milk

Check with (X) the principles which she followed and with (O) those that do not apply.

__X__14. Including a variety of food aids in providing a balanced diet.
__X__15. Hand and chewing skills are important factors in selecting foods for children.
__O__16. Fatigue at mealtime may cause tensions.
__O__17. A regular time for serving may provide a better mealtime atmosphere.
__O__18. Children need to be constantly instructed on eating habits.
__X__19. Raw foods are appealing to children and provide texture in a meal.
__O__20. Provide only a small serving of a new food for children.

21. Many young children are interested in the task of dressing themselves. To aid in this stage Mrs. Brown needs to consider which of the following when buying clothing for Bobby?
____A. Bobby is at the age when washable clothing is important.
____B. Durable clothing will last longer.
____C. Bobby likes colorful clothing.
__X__D. Clothing that has large buttons or elastic will help Bobby.
____E. Bobby has not as yet shown interest in dressing himself.

Bill and George were frequently in conflict. Each complained that the other had hit or pushed him first.

22. Which of the following codes of their parents would most likely check this aggressive behavior pattern?
____A. If he hits first, you hit him back.
____B. Do it right back to him.
____C. Don't start it but stick up for yourself.
____D. Why don't you play with someone else?
__X__E. What did you do to solve the problem before he hit you? or you him?

23. Check the reason that best explains your choice.
____A. Children often are unable to express their feelings in words.
__X__B. Understanding the cause of behavior helps a child acquire a better understanding of himself.
____C. Children learn by doing.
____D. Aggression is a part of growing up.
____E. Children are more aggressive when activities are curtailed.

Mary belonged to a very happy family, but during the summer that she was four years old, her parents had to leave her with some relatives. The relatives were older and couldn't stand Mary romping around and being her gay self. They constantly restrained a great many of her natural impulses.

24. In what way is Mary most likely to react to this authoritarian pattern?
____A. She will become more independent.
____B. She will identify closely with the relatives.
__X__C. She might become very aggressive in her behavior.
____D. She might become very self-centered.
____E. She will be afraid to do things alone.

25. What effect might this behavior have upon her personality development?
__X__A. Mary may experience difficulty in adjusting to future environmental changes.
____B. She is likely to identify with the relatives and become very quiet.
____C. She may become very self-centered as the only child.
____D. Mary is most likely to become interested in others.
____E. She will probably become a more affectionate child.

John, age 8, spent a considerable amount of time watching television. His mother was very concerned about the effect this passive type of activity might have upon him.

26. What positive value might be received by John?
____A. Television provides an opportunity for him to identify with the characters on the screen.
____B. John's ability to communicate with others will be improved.
____C. He will feel more secure in his home situation.
____D. He has a different experience than is possible in his home.
__X__E. It is impossible to make a general statement about the value received by John.

27. Place an (x) in front of the statement you think expresses the most mature emotional behavior.
____A. Cry when things bother us.
____B. Hit someone when angry.
____C. Think before we express our feelings.
__X__D. Do not speak when we are angry.
____E. Make comments justifying our behavior.

Mary, John and Jerry were playing train with their tricycles. John and Jerry began arguing about whose turn it was to be the engineer. Jerry said, "If I can't have my turn, I'm going home." He rode his tricycle home but soon came back.

28. Check the reason which you feel best explains why he did so.
____A. He decided he wouldn't have any fun alone.
____B. He felt his mother would scold him.
[✓ ____C. He was angry for awhile, but soon forgot the argument.]
____D. He wanted to show who was "boss".
____E. He was a very uncooperative child.

29. What behavioral characteristic of children did the reason you selected identify?
[✓ ____A. Emotions in childhood are intense but soon forgotten.]
____B. Sharing play helps a child feel he belongs.
____C. There is a more mature behavior at any stage of development.
____D. Individuals differ in rate and pattern of growth.
____E. Behavior is caused by past and present experiences.

The Brown's have a 2 month old baby girl and 4 year old Bobby. They explained to Bobby about the baby before she was born and tried to let him help care for her. However, one day Mrs. Brown found Bobby spanking a doll whose hair he had also cut.

30. What would you do it you were Mrs. Brown?
____A. Compare the doll to his baby sister.
____B. Ignore the situation.
____C. Explain how one cares for dolls.
____D. Ask him if he wanted to be treated the same way.
[✓ ____E. Give him more love and attention.]

31. Check the reason for your answer.
____A. Bobby is old enough to know how to care for toys.
____B. He needs to realize how it would feel if someone treated him this way.
[✓ ____C. Bobby needs to know his mother loves him as much as she does the baby.]
____D. Since this is the first time this occurred there is no reason for concern.
____E. Four year olds cannot be responsible for such behavior.

Jane, age 4, seldom talked when the nursery school teacher was near her but was quite verbal when playing with the other children. Upon investigating the home situation the teacher found that Jane's father felt that "children should be seen, not heard".

32. What principle of growth and development would be affected with this motto?
____A. At every age children differ in the size of their vocabulary.
[✓ ____B. Young children do most of their thinking out loud.]
____C. There are marked differences among children in language development.
____D. Some children are naturally more quiet than others.
____E. Growth in language development is slower when children concentrate on another type of growth.

33. Which of the following statements best explains your choice?
[✓ ____A. The language of children gives us many clues to their confusions, fears, and ideas.]
____B. Efforts to communicate may be frustrated by lack of vocabulary.
____C. Children differ greatly in the clearness and correctness of speech.
____D. Children learn through experience by imitating the sounds of others.
____E. The performance of children in speech and activity indicates their social development with other children.

Miss Jones, the kindergarten teacher, was concerned about the language development of her pupils. Check the following activities which would best promote the creative aspects of language with an (x) and those which would not be as favorable with an (o).

X 34. Story telling time in which all could participate.
X 35. Opportunity to evaluate their drawings or paintings.
o 36. Planning of lunchroom menus.
X 37. Discussing the feeling for words in poems, sounds in music, textures in fabrics.
O 38. Creative toys, such as building blocks or paints.

39. Which of the following factors best indicates a relationship to this creative aspect of language development?
____A. Association with older children.
____B. Association with educated adults.
____C. Guided sharing and informal conversation periods.
X D. Guided stimulating sensory experiences.
____E. Acquiring of correct terminology.

The following are examples of activities which Mary might do to entertain children for whom she cares along with possible reasons for selecting these activities.

ACTIVITIES
A. Read ABC picture book
B. Read "The Tale of Peter Rabbit"
C. Play baseball
D. Draw with crayons or paint
E. Play pat-a-cake
F. Play house

REASONS
G. Helps gain competence necessary for adult world
H. Develops coordination
I. Could be used by children of various ages
J. Satisfies need for change in activity
K. Age when likes to imitate adults
L. Arouses imagination and creative ability

Which of these choices would probably be best for each of the situations described below? Put the answer you chose in the proper blanks at the left. Some of the letters may be used more than once and some not at all.

ACTIVITY	REASON	SITUATION
F 40.	K 41.	Mary is caring for four year old Susie while her mother is shopping. Susie has just awakened and found her mother gone. She is still sleepy and cross. What could Mary do for Susie?
B 42.	J 43.	Mary also sat with four year old Johnny last night. About a half hour before his bedtime he teased the cat and played roughly with it. He was tired but did not want to go to bed. What could Mary do for Johnny?
E 44.	H 45.	Mary's little sister Jane is 13 months old. She is very active and enjoys the times when Mary cares for her. Mary does what for Jane?
D 46.	L 47.	Joan is in the second grade. She is a delicate but intelligent child. She enjoys the times when Mary cares for her. What does Mary do for Joan?
A 48.	J 49.	John is almost three and talks quite well. If he becomes excited before bedtime he cannot go to sleep. Just before Mary puts him to bed she does what for John?

50. Three year old Mary Jane, who has a five year old brother, has invented an imaginary playmate. What was probably the most important reason for Mary Jane's action?

____A. Mary Jane lacks self-confidence and feels inferior.
____B. She wants to be able to shift her blame on someone else.
____C. Mary Jane was driven by loneliness to create a playmate.
____D. She is unwilling to realize what is true and real.
__✓__E. Mary Jane created another child to enjoy talking to and about.

Place the letter from Column II indicating the type of play which would be promoted by the toys listed in Column I in front of its corresponding number. The letters may be used more than once.

Column I	Column II
D 51. Large picture books	A. Active-physical
A 52. Climbing apparatus	B. Manipulative
B 53. Nest of blocks	C. Imitative
C 54. Train	D. Solitary-creative
E 55. Sand box and sand toys	E. Social
C 56. Unbreakable dishes	
C 57. Table and chair sets	
A 58. Wagon	
B 59. Puzzles	
D 60. Crayons	
E 61. Simple games	

Debby showed her mother a picture she had drawn. Which of the following replies would be appropriate for Mrs. Smith to make:

62.
____A. What is it?
____B. Let me show you how to make a house.
__X__C. That's good. Tell me about it.
____D. You'll learn to draw better when you go to school.
____E. Where did you find the paper?

63. Check the best reason for your answer.
____A. Children need a creative climate in the home.
____B. They need to be taught the value of creative materials.
__X__C. Through example we can teach respect for the work of others.
____D. We need to teach children how to draw objects accurately.
____E. Debby needs to respect the property of others.

64. What principle of child growth and development supports your reason?
__X__A. A working relationship with parents serves as a basis for interpersonal understanding and respect.
____B. Enforcing rules appears to reassure children that we love them.
____C. Growth proceeds as a whole involving all the interrelated parts.
____D. Alternating vigorous play with quiet behavior provides a conducive environment for growth.
____E. The young child thrives on and responds to affectionate care.

Name ____________________________

Part II - Grade 9

Jimmy had seldom played with anyone except his younger sister. His parents were very happy when new neighbors with a boy Jimmy's age moved in next door. However, Jimmy just watched him play or continued to play alone.

65. What could Jimmy's parents do about his social development?
____A. Make him play with the neighbor boy.
____B. Leave him alone as he is only five.
____C. Tell him why he needs to play with others.
____D. Offer Jimmy a treat if he plays with the neighbor boy.
_X__E. Plan a number of different things the boys might do together.

66. Check the reason for your answer.
____A. Jimmy does not understand the value of playing with others.
_X__B. He needs different experiences in playing with others.
____C. Jimmy is not ready to play with others.
____D. Jimmy is very bashful and needs direction.
____E. Playing with others isn't important to Jimmy.

Bobby's parents believe that children should learn to obey their parents. It sometimes takes shouting or threats to get Bobby to obey. They are worried about the bossy way he treats other children.

67. What might be the reason for this behavior?
____A. He is a natural born leader.
____B. Bobby is spoiled.
____C. He thinks he is acting like a grown-up.
_X__D. He thinks this is the way to act since his parents treat him this way.
____E. He feels he has a right to boss other children.

The Brown's were teaching their children to play dominoes. Mr. Brown was quite concerned when George looked at the ones his sister drew. He said that George would be sent to bed if he continued to cheat.

68. Check the reason you feel best explains Mr. Brown's concern.
____A. Mr. Brown didn't want his children to cheat.
____B. He was very tired and irritable.
_X__C. He was expecting the same behavior from George as he expected from adults.
____D. He was afraid that George would cheat when playing with other children.
____E. Mr. Brown wanted George's sister to win.

Mr. Johnson had asked all members of their family to stay home on Thursday evening to help decide what color and style of new car to purchase. Doris and Bob said they had something else planned. Mr. Johnson urged them to be with the rest of the family. Whey do you think he wanted them to help with the decision?

69. Check the answer you think is best.
____A. They would learn to cooperate.
____B. Mr. Johnson was an unselfish person and wanted everyone's idea.
____C. It is nice to have the family together once in a while.
_X__D. Everyone is more likely to be satisfied if each has a share in making a decision.
____E. The children will feel that they had some responsibility for the care of of the car.

Time after time Bobby knocked over the blocks a group of children were using to build a city. Finally a friend said, "Go play somewhere else. We don't want to play with you when you do that."

70. Check the procedure you think would be best for the kindergarten teacher to follow.
____A. Give Bobby his "own" blocks to use.
____B. Scold him for such behavior.
____C. Tell his parents about his misbehaving.
[✓ D.] Explain to Bobby why what he was doing was wrong.
____E. Ignore the situation.

71. Check the statement which best explains the reason for the action of the teacher.
[✓ A.] Children at this age can follow principles of right and wrong.
____B. He is too young to control his behavior.
____C. Group discipline will have the best effect upon Bobby.
____D. Children are very conscious of parental approval.
____E. Bobby is just passing through a stage of finding himself.

72. The Brown's are concerned about developing sound moral values in their children. The most effective way they might bring this about is to
____A. select carefully the movies and other entertainment for their children.
____B. select their playmates.
[✓ C.] provide a good example themselves.
____D. provide good reading materials for them.
____E. send them away to camp each summer.

The Brown's and the Smith's have both received a $250 dividend. Mr. Brown used his money to purchase an automatic washer while Mr. Smith purchased a new color TV set.

73. Check the reason you feel best explains why they spent their money differently.
____A. The Smith's felt entertainment was more important than the Brown's.
____B. Mr. Smith wanted his children to have the latest model.
____C. Mr. Brown was more considerate of his wife.
____D. It is important for families to keep up with their neighbors.
[✓ E.] Families have different interests and values.

John received a lower grade on his English test than Jim who sits across the aisle from him. John, however, had seen Jim cheat on the test. Jim's family feels that the only thing that is important is for him to pass into the next grade regardless of the means used. John told his parents about the situation.

74. Which one of the explanations by John's father would be most applicable?
____A. All societies fall short of achieving their ideals.
[✓ B.] Each person needs to understand the consequences of his own conduct.
____C. It is important for people to get along with one another.
____D. Practicing honesty sometimes puts one at a disadvantage when competing with others who are dishonest.
____E. The teacher could help Jim see what he did was wrong.

Cindy, age 5, spent considerable time playing with dolls and pretending she was a mother.

75. Check the best reason why her mother was not too concerned with the amount of time spent in this activity.
_X_A. This experience will aid in forming an opinion about oneself and what others expect.
____B. This is the age when interest in being married is fairly common.
____C. This is the age when children identify themselves with the world around them.
____D. Girls at this age idolize their father.
____E. Girls this age are trying out how it feels to be an adult.

The seventh grade home economics class was planning a party at which they were serving cookies and lemonade to their classmates in the industrial arts class. Janet said, "Oh, those boys won't know how to act, and they'll be so silly."

76. What might have caused Janet to make such a statement?
_X_A. Janet is probably more mature than the boys in her class.
____B. She is bashful and shy around boys.
____C. She is spoiled and usually gets her way.
____D. She was worried that they would pay more attention to the other girls.
____E. Janet may not be able to get along with boys.

David and Sue, age 4, spent many hours playing house, store, or hospital. They frequently exchanged sex roles much to the concern of their mothers.

77. What developmental characteristic of children is most important in this situation?
____A. Boys generally are interested impersonally in women's roles.
_x_B. Children of this age play together with little difficulty relative to sex roles.
____C. Accepting one's sex role in society is essential for wholesome adjustment.
____D. Small children generally accept sex differences in their culture.
____E. Young children differ in their ability to endure feelings of rivalry.

Laurie, age 5, was an only child. She displayed considerable interest in babies but didn't ask her mother any questions.
Place an (x) in front of the following statements that might help her mother introduce sex instruction and an (o) in front of those that would not be as desirable.
_o_78. Ignore giving her any instruction until she asks.
_x_79. Visit with a friend who is pregnant and remark about her becoming a mother.
_x_80. Look at the family photograph album, particularly at children's pictures.
_o_81. Ask her teacher to explain the differences between boys and girls.
_o_82. Tease her about having a sweetheart.
_o_83. Have her spend a summer with her cousins.
_X_84. Find a story that would introduce the subject of babies and how they grown.

85. Check the principle which would be affected in this problem.
____A. Sex antagonism influences social maturing of the individual.
___-B. Behavior patterns of boys and girls are affected by cultural mores.
____C. Small children accept sex casually.
____D. Wholesome attitudes and factual information about sex are essential for social adjustment.
_X_E. Parents and young children talk more easily about sex subjects than if one waits until they are older.

Jane's parents will not give her an allowance because they feel she spends her money foolishly. She desires to convince them that having an allowance would help her learn to manage money.

86. How might Jane best convince her parents?
_X__A. She could prepare a list of things she needs and ask for money to cover these expenses.
____B. She could argue with her parents until they give her the money.
____C. She could borrow money if they will not give her an allowance.
____D. She could charge the items at the store where her parents have charge accounts.
____E. She could use the money in her savings account..

87. Jane's parents might have helped her become more independent by utilizing which of the following techniques?
____A. Insist that she obey each instruction to the letter.
_X__B. Allow her limited choices in a controlled situation.
____C. Give her complete freedom in making decisions.
____D. Let her abide by the choices of her peer group.
____E. None of these.

88. Check the statement which would best justify your above answers in this situation.
____A. Love and acceptance from parents form a foundation for security.
____B. Parents can help alter attitudes and behavior.
_X__C. There is a relationship between independence and self-discipline.
____D. Habits play an important role in growing up.
____E. Each individual is unique.

89. Joan enjoyed talking on the telephone to her friends and spent about 45 minutes one evening visiting with Susan. Her father came home very angry and after Joan's explanation limited her calls to 10 minutes. What would be the most satisfactory behavior pattern for Joan to follow?
____A. Not go near the phone, even to answer it, as her father was treating her as a child.
_X__B. Accept her punishment with the realization that family members need to share their resources.
____C. Keep a record of her phone conversations and show them to her father so he will change the time limit.
____D. Ask her mother to insist that her father change the punishment.
____E. Argue with her father to have another chance.

Mrs. Smith went back to work part-time to help meet Mr. Smith's hospital expenses. This meant that the children needed to assume more responsibilities at home. Bonnie, age 12, and Jack, age 14, decided what other tasks they could do to help but 4 year old Debby also wanted to help.

90. Do you think that it is necessary for her to have a job also?
_X__A. Yes
____B. No

91. Check the reason for choosing your answer.
____A. She is too small to help with household tasks.
____B. The other children felt everyone needed to help.
____C. Since play is important for her growth, she needs to spend this time playing.
_X__D. She would feel that she is contributing even though it is small.
____E. It will keep her busy and out of mischief.

92. Peggy had written the following in her diary. "Jim's getting in my hair again! Younger brothers, Ugh! I wanted to study for my history quiz in the living room, but he insisted upon watching TV. Finally, I got angry and we quarrelled." Check the answer which you feel best solves the problem.

____A. Peggy planned to get back at Jim by hiding his baseball glove.
____B. Peggy made a bargain with Jim. She would take out the garbage for him tomorrow night if he wouldn't watch TV now.
__X__C. Peggy took her notes into her own room and studied there.
____D. Peggy asked her parents to settle the argument.
____E. The family sent Jim over to the neighbors to watch TV.

University of Minnesota
School of Home Economics

State of Minnesota
Department of Education
Vocational Section
Home Economics Unit
Code XI-B-138(c)

Total Points ______
Number Missed ______
Score ______

Name ______
School ______
Date ______

CHILD DEVELOPMENT TEST FOR GRADE 12

Directions: Read each item carefully. You may have different instructions for answering each item or sets of items. Unless otherwise stated, check the one statement you think best answers the question.

Some women fear pregnancy because they lack information about the terms used and the changes involved. Below are some common terms in Column I and their meaning in Column II. Place the letter of the Meaning by its corresponding Term.

Column I

I 1. Conception
D 2. Chromosome
C 3. Fraternal twins
E 4. Identical twins
G 5. Uterus
H 6. Ovary
F 7. Placenta
B 8. Fetus
J 9. Afterbirth
A 10. Womb

Column II

A. Another name for uterus
B. The young of any animal during a certain stage of growth
C. Come from two separate cells
D. Determines whether it is a boy or girl
E. Develop from one cell which divides
F. Meeting place for blood vessels of mother and baby
G. Organ where baby lives while developing.
H. Organ which holds female sex cells
I. Uniting of male and female sex cells
J. Placenta when its functions end

Although child rearing is as old as the human race, each new parent experiences the need for adjustments. Check the following statements which you think are important results of recent research studies with an (X). Place an (O) in front of those which are not.

X 11. A philosophy of parenthood that will guide them in relations with their children and help them perform parental responsibilities is essential.
O 12. Differences in parental background have no relationship to the development of the child.
X 13. The father has a very important influence upon the personality and behavior of their children.
X 14. There is evidence that the most important factor influencing personality development is the relationship between the parents.
O 15. There is evidence that it is not important to involve the husband in the preparations for the coming of the baby.
X 16. Changes in child rearing viewpoints are related to increased knowledge.

Mrs. Brown and Bobby, age 5, were spending the week-end with her sister Marie who was pregnant. During dinner Mrs. Brown refused a rich dessert and said, "I'm watching my waistline." Bobby quipped, "Aunt Marie doesn't."

17. Check the answer you think would be best for his mother to do.
X___A. Tell him why Marie's waistline is large.
____B. Ignore him.
____C. Tell him he is too young to understand.
____D. Explain that such remarks are embarrassing.
____E. Explain to him later in private.

18. Check the reason for choosing your answer.
____A. Bobby needs to learn to be careful about what he says.
____B. Replying will make an issue of it.
____C. It will be less embarrassing to everyone.
X___D. Pregnancy is a natural process which can be discussed in a wholesome climate.
____E. Pregnancy is not discussed in front of small children.

A few weeks after Mrs. Jones came home from the hospital with a baby girl, four year old Jimmy was found pinching her and pulling her hair.

19. What is most likely to be the reason for this behavior?
____A. Jimmy did not like girls.
____B. He was a very spoiled child.
X___C. He felt threatened as to his own status in the home.
____D. He liked to hear her cry.
____E. Jimmy was very tired.

20. Which of the following would you suggest Mrs. Jones do in this situation?
____A. Ignore the situation.
____B. Tell him he is a big boy now and to act like one.
____C. Punish him by taking away his favorite toy.
X___D. Give him a little more love and attention.
____E. Explain they liked him so well, they wanted another child.

21. Check the reason for your answer.
____A. This behavior could be quite normal in this situation.
X___B. Young children differ in their ability to endure feelings of rivalry.
____C. Parents need to let their children realize they are growing up.
____D. He will soon begin nursery school with many new experiences to interest him.
____E. It was difficult for him to accept the concept that parents have "love to go around."

John and Mary Brown were expecting their first child. Mary was at times irritable, touchy, and depressed.

22. Which of the following would you feel best for John to do?
____A. Ignore her varying moods.
____B. Spend more time on the job.
____C. Do the housework or hire it done.
X___D. Give her more attention and encouragement.
____E. None of these.

23. Check the best reason for your choice.
____A. Mary was at odds with the world as she felt neglected.
X___B. The emotional tone of the mother has an important bearing on the future personality of the child.
____C. There is need at this time for a couple to share responsibilities.
____D. Mary did not feel adequate for her changing role.
____E. Her mother had similar emotional problems.

The Brown's had been married about two years when Mrs. Brown, who was 23, felt that she was pregnant.

24. Which of the following symptoms might give her this indication?
____A. She had missed her last menstrual period.
____B. She experienced nausea on some mornings.
____C. Her breasts were quite tender.
____D. She felt the urge to urinate frequently.
__X__E. All of the above.

Since this was Mrs. Brown's first pregnancy she was uncertain as to the medical care she would need. As she talked to her firends, different ones gave advice.

25. Which advice given do you think would be best for her to follow?
____A. Do just as Dr. Spock says.
____B. Follow the advice from the latest magazine articles.
__X__C. Have a thorough physical and follow your doctor's instructions.
____D. Don't worry about gaining weight, remember you must eat for two.
____E. Stop working and watch carefully the amount of walking you do.

26. Check the best reason for your choice.
____A. During pregnancy the mother is caring for the nutritional needs of both herself and the developing fetus.
__X__B. Being under the care of a physician safeguards the health of the mother and the developing fetus.
____C. The expectant mother needs more rest and sleep.
____D. Information from different sources may be conflicting and confusing.
____E. Times change and it's best to follow the latest advice.

Mrs. Brown's doctor found that her weight was normal and that she had established good dietary habits. He, therefore, recommended she follow this type of diet.

Breakfast	Lunch	Dinner
Citrus fruit	Main dish	Broiled meat
Coarse cereal	Carrot sticks	Green-yellow vegetable
Egg	Oatmeal cookie	Baked potato
1 slice toast-butter	½ pint milk	Vegetable salad
½ pint milk		Fruit or simple dessert
Coffee	Mid-afternoon	Bed-time
	½ pint milk	½ pint milk

Check the following ways in which the diet for a pregnant adolescent girl in good health would differ.
__X__27. She would have more milk in her diet.
__X__28. She would need more iron provided.
__O__29. The amount of fresh fruit and vegetables would be decreased.
__O__30. The number of snacks would be increased.
__X__31. She would need more protein in her diet.

32. Check the best reason why a pregnent adolescent girl has different diet requirements than a pregnant woman.
____A. She is much more active.
__X__B. She has not reached maturity and is still growing.
____C. She has quite different food likes and dislikes.
____D. Her weight and figure size is quite different.
____E. None of these.

33. Since Mrs. Brown had already established a good dietary pattern she is more likely to
X____A. have a normal pregnancy.
____B. eat the same amount as before.
____C. include twice as much of her favorite foods.
____D. gain insufficient weight.
____E. know what foods to avoid eating.

34. It would be of considerable importance for the pregnant adolescent girl to know
____A. what foods are essential in a diet pattern.
____B. how much of each to eat.
____C. which foods can be used interchangeably.
____D. how quanitities of different foods are measured and compared.
X____E. all of the above.

35. Mrs. Brown was concerned as to the kind of clothing to wear during her pregnancy. Which of the following would you suggest?
____A. The same bra she has been wearing.
X____B. Clothing that is not tight or binding around the waist.
____C. A special maternity corset from the beginning.
____D. The moccasins she is accustomed to wearing.
____E. An expensive maternity dress to boost her morale.

The Brown's were concerned about the birth of their baby. They wanted to know more about the birth process.

36. Which of the following, if available, would their doctor most likely do to help them understand the birth process?
____A. Recommend a book explaining the stages of labor.
____B. Explain the process himself.
X____C. Tell them this is a natural process and not to be worried; everything will be all right.
____D. Recommend special classes for parents-to-be sponsored by their hospital.
____E. Prepare Mrs. Brown for "natural childbirth".

37. Those who advocate natural childbirth feel that the major difficulty is the
____A. mother's lack of exercise.
X____B. affect of cultural beliefs upon the emotional feelings of the mother.
____C. physical condition of the mother.
____D. attitude of hospital personnel.
____E. lack of preparation of the parents-to-be.

The Brown's had several disagreements relative to the care of their new son.

38. Which of the following might likely be the cause of this problem?
____A. Mrs. Brown was spending too much money on clothes for him.
X____B. The Brown's had quite different home backgrounds as children.
____C. Mrs. Brown felt very insecure in caring for Johnny.
____D. Mr. Brown didn't do his share in caring for their son.
____E. The Brown's needed a larger home.

39. In what way is Johnny most likely to express his reaction to this problem?
____A. Continue his normal development as an infant.
____B. Refuse to take his regular feedings.
X____C. Become upset, fretful, and cry frequently.
____D. Reject any attentions given by his father.
____E. Be wakeful when his father is home.

40. What might the Brown's do to improve this situation?
____A. Obtain advice from their parents.
____B. Ask the doctor for his opinion when Johnny has a check-up.
____C. Nothing, as this is a normal parental problem.
____D. Abide by Mrs. Brown's decisions as she has more responsibility for the care of Johnny.
__X__E. Make policy decisions when Johnny is sleeping in another room in such a way as not to disturb him.

41. What important generalization relating to child development is involved in this problem?
__X__A. Environment and experiences exert definite influences on personality development and behavior patterns.
____B. Parenthood becomes a maturing experience.
____C. Parents start with their own concepts of what they expect from a child.
____D. Parents have also experienced childhood frustrations.
____E. The mother-child relationship is very influential in the emotional development of the child.

Mr. Brown works some distance from home and frequently doesn't arrive in the evening until after 6:30. Therefore, usually Mrs. Brown puts Johnny (now age 10 months) to bed before his father comes home. He often cried during their dinner or during the evening.

42. Check the reason which best explains why Johnny cries.
____A. He has developed the habit of wanting his own way.
____B. He has begun to cut his teeth.
__X__C. He feels left out when he hears them talking.
____D. He is afraid to be left alone.
____E. He is put to bed too early.

43. Although not everyone agrees that the love a baby gets is just as important as his physical care, those who support this idea do so primarily for the reason that
__X__A. it gives the baby a feeling of security.
____B. a "spoiled" baby is better than a child neglected of love and affection.
____C. it gives the parents a feeling of satisfaction.
____D. it is the latest theory in the proper development of a child.
____E. relatives and friends frown on parents who do not give their children enough love.

Mrs. Brown's mother was seriously ill so she left Johnny now almost two with her married sister. Mrs. Brown felt quite guilty about leaving him for a few days, but he was very well behaved. Upon her return, however, he stuck very close to her.

44. Check the best reason that might have brough about this problem.
____A. He was not old enough to understand his mother would return.
____B. He had not had sufficient experiences with other children.
__X__C. He was very dependent upon his mother and sensitive to her feelings.
____D. He was at the stage where children feel lonely.
____E. He had never been away from home before.

When the Brown's took Johnny to the doctor at 3 months, he suggested that they might decrease the number of feedings a day. Mrs. Brown did this but found that Johnny cried between feedings as though he were hungry.

45. What would you suggest that Mrs. Brown do?
____A. Follow the doctor's instructions for fewer feedings.
____B. Let Johnny cry.
____C. Increase the feedings by one.
____D. Give him a cracker to nibble on.
X E. Feed Johnny when he is hungry.

46. Check the best reason for your answer.
X A. Some children need to be fed more often than others.
____B. If Johnny gets his way now, they will have similar problems later.
____C. More food is apt to increase his weight too much.
____D. Mrs. Brown is overly concerned with her first child.
____E. The doctor was concerned about Johnny's growth.

At the last physical check-up for Johnny, the doctor told Mrs. Brown that she could introduce some solid foods in his diet.

47. Check the best procedure for her to follow.
____A. Give Johnny the new foods for his lunch.
X B. Introduce one new food a taste at a time.
____C. Prepare one new food each day.
____D. Offer him a new food at the beginning of the day.
____E. Give him a new food when he is sleepy.

Mrs. Brown felt that it was time to begin weaning Johnny from the bottle.

48. Which of the following would help achieve this?
____A. Set an age limit such as one year and take the bottle away.
____B. Encourage Johnny to suck his thumb in place of a bottle.
____C. Give him milk only from a cup at meal time.
X D. Cut down the number of bottles as soon as he is drinking from a cup.
____E. Give him no extra attention during this time.

Mrs. Brown was having difficulty with Johnny, who was almost two, at mealtime. He was able to feed himself but often refused to eat some of his food. Mrs. Brown was becoming very concerned.

49. What would you suggest she do?
____A. Coax him to eat everything.
X B. Encourage him to eat as much as he wants of suitable foods.
____C. Make him stay at the table until everything is eaten.
____D. Give him only his favorite foods.
____E. Give him help by feeding him part of it.

50. Check the reason for your answer.
X A. The more concerned a mother is, the more finicky the child may become.
____B. Children often need to be encouraged to eat.
____C. Children need to learn to eat everything served them.
____D. Some children use this means to get attention.
____E. Some children are more dependent in eating than others.

When the Brown's brought Johnny home from the hospital, they were concerned about his requirements for sleep.

51. Which of the following is their doctor most likely to recommend?
____A. He will need a well ventilated but not cold place to sleep.
____B. A separate room would be helpful.
____C. If his body is warm enough, he has sufficient cover.
____D. He may sleep either on his back or stomach.
__X__E. All of these.

52. To aid in developing the pattern of sleep for Johnny, which would you suggest that the Brown's follow?
____A. Continue with their normal social routine.
____B. Play with him every night before putting him to bed.
__X__C. Establish his bedtime at a similar time every night.
____D. Give him plenty of toys to take to bed.
____E. Keep him in bed for the same length of time each day.

53. Check the best reason for your answer.
__X__A. Children need a schedule that is flexible enough to meet changing conditions.
____B. Children are comforted by having a certain amount of ritual.
____C. Children appreciate some "social life" after the third month.
____D. Most children ordinarily sleep 12 hours at night the first year.
____E. An only child alone in a room may be lonesome.

Mrs. Brown was finding that Johnny at 3 months was becoming more and more demanding. In fact, he didn't seem any happier when she picked him up everytime he whimpered at night or during the day.

54. What is most likely the cause of his whimpering?
____A. Babies at this age are aware of their surroundings and want to be where people are.
____B. Johnny was at the age where babies are teething and often need comforting.
____C. He may need to be rocked or walked for a little while.
__X__D. Babies learn quickly to take advantage of a parent's uncertainty.
____E. Johnny needs to feel that he could rely upon his mother to comfort him.

55. Johnny enjoyed playing peek-a-boo with his father. How might this activity help in his emotional development?
____A. It provides an opportunity for Johnny to play with his father.
____B. His understanding of the world around him will be greater.
__X__C. Johnny will be more likely to accept the fact that people come and go.
____D. Children develop through a variety of activities.
____E. He could become quite dependent upon his father for play activities.

Mrs. Brown was shopping for a layette for the baby she was expecting. Her friends gave her many helpful suggestions. Check the following ones which you think would help Mrs. Brown in selecting clothes for her baby.

__X__56. Purchase 3-4 doz. diapers unless using a diaper service.
__0__57. Purchase 3 or 4 pretty dresses in pastel colors.
__X__58. Select but wait until baby is born to buy shirts, sweaters, nightgowns or else buy 1 year size.
__X__59. Purchase 3 or 4 light weight baby blankets.
__0__60. Avoid clothing items that do not come in sealed packages.
__X__61. Select clothes that are easily fastened and changed on the child.
__0__62. Shoes and stockings are essential to help his feet develop.

Check the best reasons for your choice.

0 63. Many mothers have a compulsion to overdress their babies.
0 64. Dress-up clothes may give a feeling of pride and satisfaction.
X 65. Clothes that provide a maximum of freedom, are easily laundered, and are serviceable are good buys.
X 66. Children vary in size and growth patterns so it would be more economical to buy clothes too large rather than too small.
0 67. Bright, cheerful clothes are enjoyed by the baby.

Mrs. Brown was becoming tired of washing so many diapers so she decided to begin to toilet train 14 month old Johnny. She has placed him on the toilet seat a number of times. Quite often Mrs. Brown has failed to "catch" him in time.

68. Check the reason which best explains why Mrs. Brown has not been successful.
____A. Mrs. Brown hasn't explained to Johnny what she expects of him.
____B. She needs to watch Johnny more carefully for signs.
X C. Johnny is too young for toilet training.
____D. Johnny is very slow to learn.
____E. He has not been placed on the toilet often enough.

69. Check the statement which best explains the reason for your answer.
X A. Children mature at different rates and have many behaviors to learn.
____B. If one interferes with a child's freedom too often, he may resist learning.
____C. Girls learn more rapidly than boys.
____D. Children learn through watching other family members.
____E. Confidence and respect for children will result in their learning to conform to societal customs.

Mrs. Brown was concerned about the amount of thumb sucking Johnny, now age 10 months, was doing. Her doctor informed her that sucking is an important factor in the development of children.

70. Which of the following is he most likely to recommend?
____A. Provide plenty of love and affection.
____B. Scold him.
____C. Feed him more often.
X D. Ignore it as he will likely grow out of it.
____E. Take him to the dentist to check on his gum formation.

71. Check the reason for your answer.
X A. A child gradually finds more mature ways to comfort himself.
____B. The more emphasis placed on this behavioral problem, the more the need for it is increased.
____C. Many adults are far too worried about this activity.
____D. Persistent sucking may cause malformation of teeth and gums.
____E. An abundance of mothering may keep a child from feeling lonely or discontented.

The Brown's had enrolled in a parent education class when Johnny was about two. Among the many concepts discussed were the developmental tasks of early childhood. They were particularly interested in the task concerned with the relationship of self to others as Johnny had been saying "No" to almost everything.

72. What might be the cause of such behavior?
____A. Johnny is an only child and quite spoiled.
____B. The Brown's have been over protective.
____C. The Brown's have been very strict in the disciplining of Johnny.
____D. They have not agreed on the method of raising Johnny.
X E. Johnny is at the stage of exhibiting his growing independence.

73. What could the Brown's do to help Johnny with this problem?
____A. Avoid questions that invite a "No" response.
____B. Let him know ahead of time that something else needs to be done.
____C. Show him they are interested in what he is doing and that it is important.
__X__D. All of these.
____E. None of these.

74. Check the principle of child development which best explains the reason for your answer.
____A. One needs to view a child as he is.
__X__B. A feeling of self-respect gives self-confidence.
____C. An opportunity to learn pays dividends in family relationships.
____D. Learning to get along with others at home will enable them to get along better in the outside world.
____E. Family tensions threaten a child's safety.

The Brown's also learned that young children begin to develop values and goals in their earliest years. They began to realize their responsibility in helping Johnny develop a "conscience".

75. How might they proceed with this task?
____A. Give Johnny anything he desires.
____B. Set high, specific standards which he is to follow.
____C. Forbid any behavior patterns that might be harmful.
__X__D. Express approval when he does something "good".
____E. Be on guard so he doesn't succumb to temptation.

76. Check the reason that best explains your answer.
____A. Conscience is one important factor in the control of behavior.
____B. The young child is conscious of the approval and disapproval of his parents.
__X__C. Children need to feel themselves accepted but that their behavior is not always acceptable.
____D. Children must learn to control their own impulses and appropriate standards of right and wrong.
____E. The ability to recognize the appropriateness of behavior depends upon the age of the child.

Another task that interested the Brown's concerned the development of language and the ways in which they might help Johnny communicate. He was a rather quiet child and used simple sentences.

77. Which of the following would be most helpful to the Brown's understanding of language development in children?
____A. It is important to know when various abilities will occur in children.
____B. Young children are occupied with establishing an understanding of their environment.
____C. Individual differences in language skill will be found at all age levels.
____D. As children increase their vocabularies, their knowledge of things is increased.
__X__E. There is a sequence of change in language development through which children usually proceed.

Mary Ann, age 5, had been told by her parents that her dog was run over by a truck.

78. Check the best procedure which her parents might follow in this situation.
____A. Explain to her that her dog will never come back.
____B. Tell her that the dog went to heaven.
____C. Remove the doghouse.
X___D. Simply explain that death comes to all living things.
____E. Do nothing.

79. Check the reason for choosing your answer.
____A. She will stop looking for the dog.
____B. It will help her to understand.
X___C. She'll forget about the dog in a few weeks.
____D. She will understand death for later in life.
____E. This will impress upon her that her dog is gone.

80. Which basic principle relative to helping children when they experience the meaning of death was applied in this situation?
x___A. A child's age enters into the consideration as to the amount of explanation necessary.
____B. A simple explanation of death satisfies a child's curiosity.
____C. Great anxiety for own safety and the future may cause emotional disturbances.
____D. Nothing can take the place of giving the child a sense of being loved and cherished.
____E. Shutting out young children from death denies them participation in a very real and meaningful family experience.

Later, Mary Ann began to bite her nails. Her mother expressed considerable concern about this habit.

81. What might have caused Mary Ann to start biting her nails?
____A. She could be afraid and insecure.
____B. She is trying to obtain relief from pressure.
____C. The emotional shock of losing her pet could cause this problem.
____D. None of these.
X___E. Any of these.

82. What is the best way for her mother to help Mary Ann stop biting her nails?
____A. Punish her when she bites them.
X___B. Give her frequent manicures.
____C. Tell her other little girls don't bite their nails.
____D. Put bitter tasting medicine on her nails.
____E. Offer her a reward for stopping.

The Brown's were discussing the statement, "Parents often have to learn to eat what they want their children to eat".

83. Which of the following best expresses a logical conclusion for their discussion?
X___A. Children quickly take on the attitudes toward food expressed by other family members.
____B. A child learns that by not eating certain foods he may have a powerful weapon at meal time.
____C. Strong, emotional reactions can spoil the appetite for food.
____D. Eating can be an interesting procedure apart from the pleasure of satisfying hunger.
____E. Patience is essential when teaching a child how to eat.

Mrs. Brown was faced with the problem of preparing breakfast and dinner menus that would give a balanced diet with the luncheon Johnny received at nursery school. She planned the following menus.

Breakfast	(Lunch at School)	Dinner
Orange Juice	Vegetable Soup	Fried Pork Chop
Toast--Butter	Peanut butter Sandwich	Mashed Potatoes
Cocoa	Sliced Peaches	Carrot Sticks
	Milk	Cornstarch Pudding

Check the statements which would provide well balanced meals for Johnny for the one day's menus.

___0 84. Sufficient protein has been provided for the day.
___X 85. Broiled or roasted meats would be a better choice for dinner.
___0 86. Insufficient fat has been provided.
___X 87. The fruit requirements have been met.
___X 88. More cereal grains are essential.
___0 89. Sweet foods need to be eliminated.
___X 90. Children of this age need more vegetables especially green leafy ones.
___X 91. More milk is needed in the menus.
___0 92. The food requirements for one day have been met.

Mrs. Brown also realized that the meal time atmosphere was essential in developing good food habits.

93. Which of the following statements is not likely to promote a good atmosphere?
____A. Mrs. Brown served nutritious well prepared foods.
____B. Johnny was given freedom to select some of the foods to be prepared.
__X_C. He was expected to eat the food served to him.
____D. Dishes and utensils which were attractive and easily handled were used.
____E. The meals were served at regular times.

94. Check the best reason for your choice.
____A. Children have need to be accepted as part of the family group at mealtime.
____B. Children grow at different rates and therefore, have varying food interests.
____C. Good eating habits are developed if children are not unduly interfered with when eating.
____D. Comfortable relaxed surroundings contribute to a pleasant meal.
__X_E. Forcing children to eat may cause more complications than other procedures.

APPENDIX E

Score Card for Objectives

1	2	3
Few objectives or without; require development of manipulative skill or memorization.	Cover content in breadth but do not incorporate critical thinking processes; consistent with philosophy of field.	Appropriate level for adolescents; incorporate critical thinking; theory of learning; in agreement with philosophy of field.

Score Card for Block Plans

1	2	3
Without or sketchy.	Give basic concepts to be covered; techniques of teaching.	Incorporate concepts, techniques, references; sequential in learning.

OE 6000 (9-65)

Department of Health, Education, and Welfare
Office of Education
Washington 25, D.C.

Date of Resume
August 22, 1966

ERIC DOCUMENT RESUME

1. Accession No. 2. Eric Satellite 3. Clearing House Control No.

4. Source
University of Minnesota
Minneapolis, Minnesota 55455

5. Title
Appraisal of Curriculum Materials Developed for Use by Secondary Home Economics Teachers

6. Author: Horn, Fern M.
7. Date 9/66 8. Pagination 154 9. References 32
10. Report/Series No. N.A. 11. Contract No. OEC-3-6-068141-0938
12. Publication Title: N.A.
13. Editor(s) N.A.
14. Publisher N.A.
15. Abstract (250 words max.)

The purpose of this research project was to appraise the clothing and child development resource materials developed for use by secondary home economics teachers. Instruments were developed and administered to randomly selected classrooms. Data were obtained from 300 to 1200 students depending upon the grade level, from teachers who taught all classes of home economics in a school as well as those who taught only one or two grade levels or one area of home economics, and from a variety of communities throughout the State of Minnesota.

The principal method of analysis was to treat the use teachers made of the resource units and IQ or MSAT (Minnesota Scholastic Aptitude Test) scores of their participating students as independent variables; the test scores of the students, the type of program, the quality of objectives of the teachers, service as a supervising teacher, and enrollment in Curriculum 160A were treated as dependent variables. To test whether there were differences among these variables, the data were subjected to analysis of variance, covariance, and produce moment correlation tests. The items in the test instruments were further analyzed for their difficulty and discriminating power.

From the analysis of the data it was concluded that (1) the resource units developed by the classroom teachers at special workshops provided a wide variety of suggestions for interesting and challenging student experiences; (2) the findings generally supported the hypotheses developed with some variations obtained between the test instruments and the variables being analyzed; and (3) the instruments from this study with minor revisions could be used quite effectively by classroom teachers.

16. Retrieval Terms
Curriculum Materials for Secondary Home Economics
Clothing curriculum appraisal
Child development curriculum appraisal

17. Identifiers